

# Quality Improvement Plan 2020-2021



Australian Children's  
Education & Care  
Quality Authority

National Quality Standard

## PINK LOTUS FAMILY DAY CARE SCHEME

Updated December 2021





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## ACKNOWLEDGEMENT

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*Here is the land, Here is the sky.  
Here are our friends, our community and here we are  
We thank the **Wurundjeri** people - the first and owner  
for the land  
on which we all learn, play and grow  
Hands up, hand down.  
We are on Wurundjeri's Ground*



*Pink Lotus Family Day Care Service Scheme and its community*

## SERVICE DETAILS

<b>Service name</b>		Service approval number	
Pink Lotus FDC Scheme		SA40000916	
<b>Primary contacts at service</b>		Ha Dao 0432470957	
<b>Physical location of service</b>		<b>Physical location contact details</b>	
Street	14 Moorland Road	Telephone	0432470957
Suburb	Cairnlea	Mobile	0425106868
State/territory	Victoria	Fax	
Postcode	3023	Email	pinklotusfdc@gmail.com
<b>Approved Provider PR40000318</b>		<b>Nominated Supervisor</b>	
Primary contact	Ms Ha Dao	Name	Ms Ha Dao
Telephone	0432470957	Telephone	0432470957
Mobile		Mobile	
Fax		Fax	
Email	pinklotusfdc@gmail.com	Email	pinklotusfdc@gmail.com
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	
<b>Educational leader</b>			
Name	Mr Trieu Doan (acting Educational Leader)		
Telephone	0432470957		
Email	pinklotusfdc@gmail.com		



# OPERATING HOURS

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	09:00	09:00	09:00	09:00	09:00	Phone Supported Available	Phone Supported Available
Closing time	17:00	17:00	17:00	17:00	17:00	Phone Supported Available	Phone Supported Available



## Additional Information

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.**

**We are family day care service scheme operating in Melbourne Victoria with 25 Educators actively working with us at the moment. We have Educators in Western and Eastern Suburbs of Melbourne.**

**All our Educators are bilingual speaking Educators. It offers a valuable and unique care environment for children in our service. The Educators bring in not only their past experience but also valuable and deeper connection and understanding with the children's families. It helps to secure a strong bond and partnership between families and service. It does bring in additional challenge for our work with the Educators, however, we are very proud of our Educators and their unique contribution to the service and for the development and learning of children in our service.**

**We offer a variety of childcare service at our scheme including Preschool long day care, before and after school-care, Weekend and school holiday care, and occasionally public holiday care at request of family. Our Educators are supported by a team of two coordinators. Due to the uncertainty of the COVID 19 and the working environment, one of our coordinators could no longer work with us since 2020, we are still actively looking for an experience coordinator to join our team.**

**We reflect on our current operation, environment, and our scheme's philosophy to identify and develop three main improvement priorities for the next 12 months. Due to the current restrictions, and alarming infection amongst young children, it will be challenging to our FDC educators to manage and protect children at the service. The impact on young children will not only be on physical health but also on social, and mental health given that children have less opportunities for social interaction. The impact will also put our educators at risk due to stress of workload demand, less social interactions, financial stress, and health risk. As a result, in order to prioritise our scheme's efforts to support our educators and children, Pink Lotus FDC Scheme sets out the following three main priorities:**

- 1. A professional culture to cultivate and support children learning and development**
- 2. The Service Environment and Resources**
- 3. Healthy Wellbeing for Educators and Children During Covid 19**

**How are the children grouped at your service?**

**Mixed group of children under Family Day Care setting**



**Write the name and position of person(s) responsible for submitting this Quality Improvement Plan**

**Ms Ha Dao, Mr Andy Doan (Trieu Doan)**

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

**No. of Educators: \_\_\_\_\_25\_\_\_\_(with one of educator will transition to a new career in January 2022, we would have 24 educators by the time of the starting of the assessment. )**



## SERVICE STATEMENT OF PHILOSOPHY

### MISSION:

- **To provide a flexible, culturally diverse home-based childcare service for families and support bilingual Educators to value the linguistic and cultural knowledge and experience they bring to their work as professional Educators.**

### PHILOSOPHY

- **At Pink Lotus FDC Scheme, we recognize that early year learning and development is the most important period for life-long learning. It is the foundation for the future of children through childhood, teenage years and into adulthood. It shapes children's learning skills, personalities, communication, and trans-cultural understandings with their peers and the broader community.**
- **Our service believes that all staff should act with integrity and value each Educators, family and child as unique, with distinct views, beliefs, values and understandings about what is important in life. At all times our staff encourage and support collaborative partnerships with and between Educators, parents and children and the provision of stimulating, fair and open environments for children to learn and develop in.**
- **Children in the care of Pink Lotus FDC Educators are encouraged to explore, learn, and connect with their peers and broader communities. Our goal is to help children to develop a strong sense of social justice and agency, skills and knowledge that contribute to their own positive sense of wellbeing and skills as learners.**



## Quality Area 1: Educational program and PRACTICE

Standard 1.1	The educational program enhances each child's learning and development.		Self-Assessment Check
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.	Met
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	Met
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.	Met
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.	Met
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.	Met
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.	Met
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.	Met
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.	Met
Information for families	Element 1.3.3	Families are informed about the program and their child's progress.	Met

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


## Quality Area 1: Summary of strengths for Quality Area 1

- **Pink Lotus Family Day Care uses the approved learning framework** – Victorian Early Learning Framework, 'The Early Years Learning Framework, Belonging, Being and Becoming', My Time Our Place to tailor children learning program.
  - The Frameworks are studied and promoted by our educational leader and coordinators to all the Educators for planning, engaging, observing, assessing, evaluating and reporting practice at the service.
  - In our daily conversation with Educators, the principles and practices of the framework including holistic approach, intentional teaching, agency, learn through play are updated and regularly discussed between educational leader, coordinator and Educators.
  - Our educational program and member's practice consistently align with our 'Statement of Philosophy (1.1.1).
- We acknowledge that children come to our service with a diverse range of experiences, ideas and beliefs and from a range of cultural, social and economic backgrounds. Our program and activities are based on the observation and assessment by Educators for individual child and information from families to tailor to the development, learning need, and interest of individual child. Our plan is aimed to be flexible and Educators are encouraged to regular review and reflect on the children interest to update the programs to make them more engaging and meaningful to the children. 1.1.2, 1.2.3. In developing our program and activities for the children, we included the Educators' interaction and the intended learning goals which linked to five learning outcomes of the framework. It helps Educators to reflect on their interactions with children and how they could scaffold children learning into different levels depend on children's current ability. 1.1.2, 1.1.3, 1.2.1
- All our Educators consistently provide children with home-based liked environment which focus on high quality, safe, and welcoming environment, where a sense of belonging, ownership, and the opportunity to take risks are embedded. The inclusive environment and the educators support children to participate in various routines throughout the day, which in turn shall offer various opportunities for children to learn and develop numeracy, literacy, identity, wellbeing, social and communication skills.
- Pink Lotus FDC Scheme focus on continuously reflection practice where our coordinators unit actively work with along with the Educators to support, guide and help the Educators to reflect on their current practice to ensure: it is relevant to the current framework, it tailor to each individual child given the different interest, level of knowledge and ability, and personality. 1.1.1, 1.1.2
  - Coordinator team offer frequent visits support to Educators, providing ideas, resources. Coordinator team members are speaking the same language that limited English Educators can seek help and clarification (1.3)





- Our coordinators unit also work and identify different opportunities in the communities to help Educators and children to connect and extend their learning opportunities to a broader setting. For example, we identify suitable events during the NAIDOC Week, Book Week, Full-moon Festival by local community and councils and promote it within our community to help Educators have information and motivation to make plan for the children. We also aim to introduce new ideas and challenge Educators to overcome some culture barrier in delivering engaging and holistic programs to children. For example, we have made great progress in working with our Educators to transform their service environment to help children have greater access to natural materials and outdoor play. Since 2019, we have provided Educators with training, sourcing and providing Educators with resource, linking with local distributor to provide Educators with free plants, promote and highlight the great work by some experience Educators to other in our group chat. In another example, we provide opportunities for children to interact with live animals by bringing in baby chicks to services to introduce them to children. Since then, more Educators have taken children out to zoos and animals farms as they realize how excited the children are when seeing and playing with the animals. 1.2.1, 1.2.2
- Pink Lotus team members and management frequently reflect on the practice for continuous improvement in quality care matter and compliance matter (1.2.3)
- **In term of practice,** Pink Lotus FDC Scheme makes great progress in help Educators to reflect on their actions and interaction with the children. This helps to maximise the learning opportunities for children in a holistic way, develop agency and self-directed learning opportunities, and the disposition of learning such as confidence, concentration.
  - Regular conversation, discussion, and coach are provided by our coordinator to help Educators to reflect on their interactions during activities. Information from Educators documentation such as observation, and planning and programming are also used to bring in discussion to help clarify and promote a self-reflection from Educators and help Educators gain more confidence in expressing their ideas with others. 1.3.2
  - For example, we have challenged Educators to replace some generalized wording liked “I teach” with more meaningful words such as “I explain”, “I model”, “I encourage”, “I challenge”, I research”. These words reflect the more accurate course of interactions between Educators and children during an activity and help Educators to reflect their actions more accurately. Also, we help Educators to reflect on the meaning of “learning” such as what can consider as “learning” or what the role of Educators and children in learning, how to promote and engage children in “self-directed learning”. We have successfully help Educators to overcome some thinking such as Educators as leading role during an activity. For some Educators, we help them realize that they already step back and offer children a lot of choices and independent thinking without realizing it and for others it is about balancing between when they should lead the activity and when they should let the children lead to develop their agency and independence. Our conversation also touches on the overemphasizing on literacy and numeracy as a goal for learning in the programs and helps Educators to recognize those little things that they did daily with the children such as talking with them in different language, the routines that they set up such as washing hands or sunscreen application as an aspect of Learning for the children as well. Overall, we can also see that our Educators have become more comfortable and confidence in reflect on their practice and be able to work out learning plan and intended interactions with individual children. 1.3.2, 1.2.1, 1.1.2
- **Assessment and planning:** Pink Lotus FDC Scheme have planned structure to document, reflect and plan program.

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- We have a clear expectation for Educators to regularly conduct their observation, planning, and assessment for each individual child in care. Our coordinator actively working with each Educators depend on their need of support to improve the quality of the program. We also have promoted and expect Educators to engage with families during the process informally and formally. For example, our semi-annually learning assessment are completed through the discussion with families. Our scheme also actively promotes and communicate with families regarding to activities and programs through our website, Facebook page, and email. 1.3.1, 1.3.2

### **Exceeding Theme 1. Practice is embedded in service operations**

- 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 derived from discussions with families and coordinator team. 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)
- The Frameworks are reflected in our planning cycle, assessment and reporting processes including; Individual Child Learning Observation/portfolio book, Monthly Program Plan and half of year individual child Reflection/Assessment for Learning. Our learning environment is a balance of child-initiated learning and intentional teaching, children are given choices, able to explore, imagine, create, problem solve and develop social groups. Children are given time and space they need to discover and practise skills. We give children choices to find their own learning journey, through their prior knowledge and interests. 1.1.1, 1.1.2, 1.1.3, 1.2.3
- Our learning program and routines are based upon early childhood pedagogy and develop children's agency. We provide a mixture of inside and outside play experiences. We also provide spaces for quiet and more active play to reflect children's different learning dispositions. 1.1.1, 1.1.2, 1.1.
- Educators, the educational leader, and co-ordinators demonstrate a deep understanding of the requirements of the standard, the concepts and the component elements, and a commitment to high quality practice though regular coordinators team meeting to discuss, reflect on service practice, quality control, seeking clarification relating to field visits. 1.3.1
- Fortnightly coordinator team meeting identifies what practice they have observed during visit, identify area of improvement or support to Educators and that Coordinators and educational leader can develop plan to support each Educators in an effective and efficient way.

### **Exceeding Theme 2. Practice is informed by critical reflection**

- Approved provider creates service internal channel (Pink Lotus Community Viber group chat) for Coordinators and Educators exchange/share program ideas, learning opportunities across service identified strengths in this area, describe how your practices are embedded in service operations for this Standard. 1.3.1, 1.3.2
- Through past and ongoing critical reflection, Educators are flexible and more relax in relation to routines, considering children's needs and development of independence skills and agency. Daily routine is part of children learning program. This maximises children's participation in learning experiences.1.1.3



- As part of our critical reflection and taking advice from past visit from Department of Education, our team has been actively working with community to bring more natural resources into care. Our 2019 “Bring Natural Material into Care” was supported by Local Bunnings store to provide native plants for Educators, provided children with more opportunities to engage with nature. 1.1.3
- In 2019, Sustainability was also our focus to improve Educator’s practice after reflecting on our practice and Educators’ program.
- Frequently reflection both coordinator team and Educators on each child learning and development is discussed at house visit or team meeting. Educators and coordinator are working collaboratively to reflect on Educators daily routines and practice to make sure each child learning experience is maximised

### **Exceeding theme 3: Practice is shaped by meaningful engagement with families, and/or community**

- Each child’s learning and development is acknowledged and documented in their portfolio in both English and children home language, which is always available to children and their families. 1.3.3
- All Educators ensure parents/caregivers have daily updated and opportunities to communicate with Educators and receive information about their child learning and development. Communication methods such as daily communication with parents at pick up and drop off time, displayed children’s artwork, emails, text messages are used. 1.3.3
- We engage with families and the community, valuing their voice and inviting them to contribute. We have an ‘open’ policy and procedure available on our website for families, Educators and community to view and contribute feedback. We celebrate and acknowledge specific cultural occasions and special days in our service and such learning experience are recorded in each child portfolio and monthly program planning. We share information about our children and Educator’s experience through displayed photos at Educators service, service community channel, service Facebook page. Families are invited to participated in such events. 1.1.2; 1.3.3
- Pink Lotus team member also actively promote local events to Educators and families through our social networks channels to maximise children learning experience.
- Pink Lotus coordinator team also raise awareness among our children, Educators and families about our local Aboriginal Community though display our “Acknowledgement” of Wurundjeri people at Educators service. Coordinator provide Educators with ideas and resources to support children learning and experience by giving our example of Aboriginal art works. 1.1.1, 1.1.2
- All Educators build positive relationships with all children and families through:
  - Greeting children by name and parents/caregivers in the mornings, being approachable and available for positive conversations with parents/caregivers. 1.2.1, 1.3.3
  - Using greetings in children’s home languages that reflect our respect and acknowledge of family cultural. 1.1.2
  - Sharing information with families though text message update information, sending photos of children learning activities and experience. 1.3.3
  - Acknowledge and support individual children’s social, emotional and cognitive needs. 1.1.1, 1.1.2
  - Educators make themselves available for meaningful engagement with families through informal and formal discussions at the beginning, during and end of the session. Families are encouraged to make a time with an Educators if they would like to discuss their child’s learning progress in greater detail. 1.1.4



## Quality Area 1: Quality 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
1.1.3. 1.2.1 1.2.3	Educators could improve on using conversations and interactions with children to make routine times enjoyable and meaningful learning opportunities for children	<p><b>Educators understand how daily routine promote children agency and sense of achievement and the benefits of using daily routine as part of their program plan. (1.1.3, 1.2.1)</b></p> <p>Educators can manage daily routine flexible and responsive to both individual children and to the group. (1.2.3)</p>	H	<p>Discuss with Educators the important of daily routine for children</p> <p>Discuss with Educators their daily routine practice and identify the potential learning opportunities for children.</p> <p>Provide visual learning example such as video of good practice fellow Educators in our service</p> <p>Provide Educators with idea and suggestions</p> <p>Coordinators model positive interaction with children during routine.</p>	<p>Children feel safe, secure, be aware and confidently participate in the routines. Transition between routines is un-hurried, relax.</p> <p>A Joyful and Meaningful interaction between Educators and children during routine procedures.</p> <p>Educators observes and celebrates on children effort and achievements.</p> <p>Daily routine is part of monthly program planning which offer children with opportunities for extend thinking, problem-solving skills, and language development.</p>	On going	<p>Coordinator team has discussed and has identified Educators who need extra supports</p> <p>Coordinator team has worked together and developed support portfolio to each Educators with strategies</p> <p>Coordinator team has visited Educators, discussed with Educators their routines</p> <p>Coordinators provide Educators with ideas, suggestions, video to watch of how to demonstrate enjoyable time during nappy change, hand washing and mealtime</p>
1.1.1.	While most Educators can document well their works and practice with children, some Educators still	All Educators are confident documenting children learning outcomes and program planning in bilingual language	H	<p>Coordinator discuss available resources and approved learning frameworks in both languages English and Vietnamese</p> <p>Coordinators discuss with Educators about their own</p>	<p>Educators are confident making decision in documenting children meaningful learning experience</p> <p>All Educators has good knowledge of the approved learning frameworks</p>	On going	<p>From October 2019:</p> <p>Coordinator start working on Educator's support portfolio to support each Educators according to</p>





	<p>need support with documenting and communicating their work with others due to limited English .</p>	<p>All Educators can confidently document children meaningful learning experience</p> <p>Educators are continually building on their knowledge of the learning outcomes and ways to embed and target these outcomes effectively across all learning activities.</p>		<p>understanding of planning, documenting, learning outcomes, evaluation, reflection, critical thinking and aid relating to each step of the cycle</p> <p>Provide examples of visual learning to empower and inspire the Educators</p> <p>Educators with limited English is assisted with documentation both in their home language and English</p> <p>New Educators is provided with training and working closely with coordinator to develop their understanding of what and how to documenting children experience</p>	<p>Cycle of planning, documentation and reflection for individual child are done affectively across the service.</p> <p>Educators are confidently explaining each child learning goals and their strategy how to achieve the target to parents and coordinators</p> <p>Educators has learning opportunities to update and refresh their knowledge</p>		<p>their need and area of improvement</p> <p>May 2020 - Dec2020 face to face support was interrupt due to Covid-19 outbreak. Phone call and Video call support was replaced.</p> <p>August 2020 Coordinator unit subscribe online professional learning development for all Educators to participate. October-2021 and May 2021 Educators participated in many online courses that are suitable to their needs of improvement such as Documenting and assessing children learning, Routines and transitions: embracing opportunities for learning online courses,</p>
<p>1.1.2. 1.2.2, 1.2.3</p>	<p>Extending and promoting children agency and sense of identify through rethink how</p>	<p>Care environment is rich in cultural experiences.</p> <p>Culture awareness and learning opportunities is</p>	<p>H</p>	<p>Discuss with Educators about their knowledge and experience and reflect on how Educators could incorporate culture awareness into the daily conversation, activities, and</p>	<p>Educators could incorporate the cultural aspect into the daily learning program and conversation with the children.</p> <p>Children have opportunities to use and practice their mother-tongue</p>	<p>On going</p>	<p>Service display multicultural flags, art, symbols and musical instruments</p> <p>Service has provided acknowledgement of local</p>





	<p>incorporating and extending cultures experiences into the daily program</p>	<p>embed as part of daily and ongoing learning program plan</p>		<p>programs with children at the service.</p> <p>Raise awareness of multicultural significant dates in calendar for example: harmony day, Australian aboriginal and Torres islander important dates, Luna new year.</p> <p>Involve families, seek input and information about their own culture and how Educators help to incorporate them into their practice to help children's gain needed knowledge and experiences about their mother's culture</p> <p>Introduce and include more local multicultural learning Experiences into learning program for children</p>	<p>Language at service. Educator to identify and use mother-tongue to speak with children to help children to learn about their mother language and develop more in-depth culture knowledge</p> <p>Multicultural is part of ongoing learning program where Families and children are encouraged and have opportunities to participate and contribute to the learning experiences.</p>	<p>Aboriginal People poster to all Educators and ask to display at service to raise family's awareness</p> <p>Service provided Educators different language, costume poster</p> <p>Participation, discussion across the service in NAIDOC week, Australian Day, Book week have increase significantly.</p> <p>Children and educators across the service celebrate mother tongue language on Harmony Day. Some families participated by providing their home language to say hello, thank you Some educator has extend cultural celebration from service to broader community by taking children to attend local multi-cultural celebration giving children extended learning opportunity to understand and explore their local community.</p>
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## QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY

### Quality Area 2: Standards and elements

Standard 2.1	Each child's health and physical activity is supported and promoted.		Self-Assessment Check
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.	Met
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.	Met
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity are promoted and is appropriate for each child.	Met
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.	Met
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.	Met
Child protection	Element 2.2.3	Management, Educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.	Met

### 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	Compliance Self-assessment
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	Met
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	2.2.3	Met
Section 165	Offence to inadequately supervise children	2.2.1	Met
Section 166	Offence to use inappropriate discipline	2.1.1, 2.2.1	Met
Section 167	Offence relating to protection of children from harm and hazards	2.2.1	Met
Section 170	Offence relating to unauthorised persons on education and care service premises	2.2.1	Met
Section 171	Offence relating to direction to exclude inappropriate persons from education and care premises	2.2.1	Met
Regulation 77	Health, hygiene and safe food practices	2.1.2	Met
Regulation 78	Food and beverages	2.1.3	Met
Regulation 79	Service providing food and beverages	2.1.3	Met
Regulation 80	Weekly menu	2.1.3	Met
Regulation 81	Sleep and rest	2.1.1	Met





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



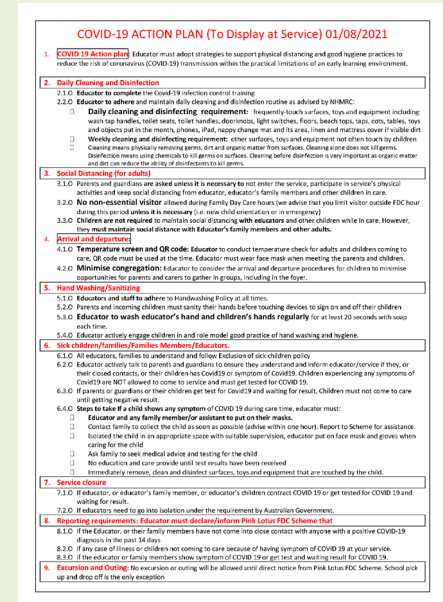


National Law and National Regulations		Associated element	Compliance Self-assessment
Regulation 98	Telephone or other communication equipment	2.2.2	Met
Regulation 99	Children leaving the education and care premises	2.2.1	Met
Regulation 100	Risk assessment must be conducted before excursion	2.2.1	Met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



# Summary of strengths for Quality Area 2

- **At Pink Lotus FDC Scheme, we are able to promote and establish a culture to support the health and physical activity needed of each individual child. Coordinator and Educators work alongside with families to effectively create a supported and engaging environment that meet the need of children in the service.**
  - Pink Lotus FDC Scheme has a clear guidelines and expectation for Educators to maintain and update their knowledge and practice to ensure they meet the health and safety need of children. Certificates such as food safety course, first aid course, child protection course are updated annually. Training sessions for transportation of children including child restrains are provided and scheduled to updated for Educators. Information about sleep and rest practice are provided to all Educators in the service Monthly reflection on different aspects of health and safety practices such as cleaning at the premise, or storing of chemical are required to be conducted by Educators with our compliance calendar reminder. Also, depend on the individual circumstance of each service, coordinator unit establishes a support plan and discussion with each Educators. 2.1.2,
  - Well established guidelines, procedures, and practices for all the health and safety routines at the services such as daily safety check before care, sleep and rest, supervision, feeding and meal times, hand-washing. Since 2020, Pink Lotus FDC Scheme also prepare and regular update our COVID 19 action plan which we required all the Educators to implement at their services. Coordinator unit prepared and provided poster, information to distribute to Educators. We also actively worked with different distributor and Government Agency to source necessary safety equipment and resource such as non-contact infrared thermometers, hand sanitizer, hand soap, masks to provide to all Educators. In October 2020, we also updated our Transportation policies and procedures which involved all the Educators to update their risk assessment and routine outing permissions to be relevant to the new regulation. 2.1.2, 2.1.1
  - Pink Lotus FDC Scheme ensures that the physical need of all children is met. All our services have sufficient indoor and outdoor space for the number of children in care. All new Educators who enquire with us would have their premises checked for space and only those who meet the requirement would be proceed further to the next step of consideration. Educational leader and Educators also reflect on the children in care and their individual need to upgrade and modify the service’s physical space to meet the on-going need of the children. 2.1.1, 2.1.3
  - Have an effective procedures and management system that document, and monitor all the children with medical or special need in the service. 2.1.2, 2.2.2
  - Coordinator unit actively promote and work with Educators to plan and deliver engaging activities that help children to learn and independently protect their own health and wellbeing, and caring for others such as incorporate fun and easy learning routines such as hand-washing, sun-screen application, preparing meal, identify and sorting different types of foods. Since 2020, many of our Educators also incorporate activities to help children to learn, understand, and actively protect themselves from the COVID-19 Virus such as experiment to learn about the importance of hand-washing to kill germ, or writing about what they can and can’t control during the lockdown. Our Educators reflect that these activities help children to feel a sense of self-control and positive thinking during this chaos time. 2.1.1, 2.1.3





- **At Pink Lotus FDC Scheme, we put it a priority to protect children from potential harms.**

- Coordinator regularly reflect and discuss with Educators regarding their supervision practice to identify and improve the knowledge, awareness and practice of Educators given the Educators are mostly working alone with children. 2.2.1, 2.2.2, 2.2.3
- All Educators are required to conduct an emergency rehearsal every three months which rotates between different scenarios: evacuation, lockdown, and medical emergency. Coordinator unit prepares and establish a clear guidelines and procedures for each situation. Educators conduct the practice and reflect on the children and their own’s wellbeing. This is very important to physically, mentally, and emotionally prepare for these stressful situations given the Educators are working alone most of the time. It also benefits for children to participate and learn from these rehearsals. 2.2.2, 2.1,3
- Pink Lotus FDC are able to establish a culture to protect children from potential abuse or neglect as set by the Child-safe standards. 2.2.3
- Have an effective management system to collect and monitor all relevant information regarding to the service to be able to assist coordinator unit with timely and correct information and remind Educators with necessary update their information.
- All staffs, Educators, Educator’s assistants, and adults in the service are screened and have required documentation up to date such as police check, and working with children.
- Have clear procedures and practices to documenting all the potential adults that might come in contact with children during care including visitor records, emergency attendance record for person who come for drop off and pick up without a pin.



- All staffs, Educators, and Educator’s assistants are required to complete and update their Child Protection – Mandatory Reporting course annually. Follow up discussion are also conduct by coordinator unit to ensure Educators have understand of the procedure to report any potential abuse or neglect to relevant authorities, and how to care and comfort children in those situations.

- **Communication with families:** Communication and connected with families is an important part to ensure children are protected and their health and safety need are met. 2.1.2, 2.2.2

- All new enrolments are screened and if there is any specific need for health, and development of any child, families will be contacted to discuss.

- A risk minimization plan would be prepared by Educators with consultation from coordinator unit and families to support for children with medical or development needed. This plan will be reviewed as per recommended by health professionals or as things change overtime.
- Families also encouraged to participate in our semi-annually learning assessments to develop a comprehensive plan to support the development and learning of their child/ren at the service.
- Coordinator unit regularly updates families through different channels any change or news from our scheme.

**Exceeding theme 1: Practice is embedded in service operations**

- The EYLF Principles, Practices, and Outcome 3 – ‘Children have a strong sense of wellbeing’ guides Educators’ pedagogy is embedded in service operation to provide children a curriculum that promotes children’s health and safety. (Elements: 2.1.1)
- Service compliance calendar is provided to all Educators to promote reflection and reminding routine safety and hygiene check and maintenance o (2.1.2)



- Quarterly emergency is consistently practiced and reviewed by Educators across the service. Educators reviewed and practised different emergency situation that arise such as Evacuation, Lockdown, and medical emergency. (2.1.2)
- Maintaining cleanliness, safety and control of the spread of infectious diseases are an embedded practice at the Educators service. Daily safety checklist is done before children arrival. Service and Educators are informed and received regular update with current infectious disease outbreak (Element: 2.1.2)
- Coordinator team conduct half yearly safety and environment to each Educators service (2.1.2)
- Children's health condition information along with their photos and doctor care plans are displayed at Educators service for Educators. The medication is located in first aid kit that safely stores away from children reach and available when outing. Each child's medication is clearly labelled with their name and expiry date. (Elements: 2.1.2, 2.2.1, 2.2.2)
- All Educators have current first aid, CPR and child protection certificate. Copies of these certificate are kept at the service office and Educator's service. We have central control system to alert and remind Educators one month before their expiry date.
- Child protection is embedded in service operation. All Educators participated in training and regularly refreshes their Mandatory Reporting obligation knowledge with the on-line course provided by Department of Education. Appropriate Educators-child ratios are maintained, and children are supervised at all times
- Hand washing practices are modelled by all Educators and embedded in the daily routine. Children are consistently reminded by all Educators to wash their hands before snack and lunch times, after toileting, messy activities and outdoor play. Children are explicitly taught steps of hand washing practices and visual aids are displayed (Elements: 2.1.2, 2.1.3, 2.2.1)
- Healthy eating is discussed with families and physical activity are embedded in the service program planning and link to EYLF outcomes. (Element: 2.1.3)
- Education program are reviewed by Educators and coordinator team to ensure activities to promote self-help skills and agency.


#### **Exceeding theme 2: Practice is informed by critical reflection**

- Risk assessment for each regular outing is done yearly and more frequently if needed. Risk assessments are given to parent to view before signing for their children permission.
- Emergency evacuation and evacuation plan and procedures are embedded and displayed within Educator's service. Quarterly Emergency Practice is done with coordinator at least one a year to review and reflect on each Educators current practice.
- Education program are reviewed by Educators and coordinator team to ensure activities to promote self-help skills and agency.
- A variety of fine motor activities are provided children both indoor and outdoor play though out the day such as drawing, playdough, ball game, riding tricycle (2.1.3)
- Children with health and medical needs have medical plans to be renew yearly, for example: asthma plans & anaphylaxis care plans. (Elements: 2.1.2, 2.2.1, 2.2.2)
- Educators and coordinator seek information in Developmental Milestone to provide activities for each child physical development stage
- 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. All Educators must renew their child protection course yearly.

#### **Exceeding theme 3: Practice is shaped by meaningful engagement with families and/or the community**

- Families are regularly updated and informed in regard to any health and safety concern such as the COVID 19 outbreak.
- A risk minimization plan is prepared by service to communicate with family in regard to their children's specific health condition
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- Enrolment form has section to seek information in regard to children health condition and dietary requirement. This information is reviewed by Coordinator team and any specific requirements are discussed with families and Educators in-charge.
  - Coordinator team schedule support Visit to Educators to learn more about children's specific health or development condition. Educational leader offer support to Educators by provide guidance, attending specialist session with Educators and Children, review learning assessment and planning with Educators.
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## Quality Area 2: Quality 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 2.2.2	<p>Have an effective approach and planning to minimizing risks and protect children from the outspread of COVID 19</p> <p><b>Update:</b> Support and manage rising infected-case within the service after the NOV 2021</p>	<p>Service has an up-to-date action plan for COVID 19</p> <p>All Educators understand and embed the practice of the action plan into their daily routine</p> <p>Educators are confident in their knowledge of what they need to do to control and manage if there is the spread of infectious disease in their service</p> <p>Daily hygiene practices are embedded in children learning program</p> <p>Families are more aware of service health and hygiene practices in daily routine that Educators discuss and promote with the children</p>	H	<p>Provide training to Educators on Policy Infectious Policy and Sick Children Policy</p> <p>Coordinator discuss with Educators regarding to the COVID 19 Action plan and help Educators to reflect on how they have to adjust their service practice such as using QR code.</p> <p>Encourage Educators to discuss and provide families information about Pink Lotus policies and procedure on exclusion sick children, and the adoption of the new COVID 19 Action Plan</p> <p>Regular email to families to update service health and hygiene practice and necessary step taken to minimise the spread of current virus</p> <p>Using different communication channel to update families with</p>	<p>Families aware and understand Pink Lotus Exclusion of Sick children policy</p> <p>Educators are confident in their knowledge of what they need to do to control and manage if there is the spread of infectious disease in their service</p> <p>Families work collaborative with Educators and service to minimise the spread of current virus for example: inform Educators and service about their children health and condition, keeping their children at home if they start develop sick or illness symptoms, openly discuss or seek advice from service and Educators about our Exclusion policy</p> <p>Educators understand and follow the covid action plan as their daily practice.</p> <p>Children are offer with opportunities to positively and</p>	<p>On Going</p> <p>(The nature of business is that we will have new families engage with service from time to time, coordinator and Educators to make sure that new families are inform about our Covid-19 Action plan, our policies and procedures regarding exclusion of sick children</p>	<p>Regular update our COVID action plan 2019 in August 2020, December 2020, April 2021, August 2021</p> <p>Service regularly updates Educators and families with information from Department of Health</p> <p>Educators participated in infection control training for COVID 19</p> <p>All Educators are asked to review their daily hygiene practice and adopted the COVID 19 action plan</p> <p>All Educator have their QR code displayed, hand sanitiser at entrances for families</p> <p><b>Update:</b> December 2021 All staff and educators have double doses of Vaccination for COVID 19.</p>





		<b>Update:</b> ensure timely notification to relevant Departments.		updated information to seek support and collaboration such as: email, give out information sheet, poster at Educators service, service’s Facebook page	proactively learn how to protect themselves and others through daily hygiene practice such as hand-washing, wearing masks, keep distancing.  <b>Update:</b> staff, educators, and families within the service are supported and provided with timely information when they are affected by positive cases.		
2.1.3	Promote a healthy eating and physical activity for children in care as part of the priority to promote health and wellbeing for children during lockdown and COVID 19 outbreak	Educators offer environments that support the physical need of all children according to their stage of development for learning and physical development  Educators be able to incorporate health eating into learning program for children	H	Coordinators researching and providing Educators through individual and group discussion on health eating and promoting children physical need.  Educators to reflect on their environment and practice and identify areas to improve  Educators are encouraged to share their ideas and practices with other Educators within the group	Service physical environment is sufficient and engaging to support children’s learning and development  Children show interest and awareness with their food and their eating.  Physical and healthy eating are evidence in the daily program for children.  <b>Updated:</b> all services environments are reviewed and updated to the standards set by Victorian Department of Education and Training.	On going	Many Educators started to incorporate mindfulness activity liked breathing exercises, yoga class within their service and share their tip and trick with other Educators.  Coordinator worked with Educators using super-market catalogue to help children learn through cut and paste about health eating choices.  Coordinators visited and discuss with all educators in Nov-Dec 2021 regarding to the Victorian updated standards for Physical environment during the COVID 19. Suggestion to modify in term of spaces, ventilations, air flow are





							given to educators to help them modify their service
2.2.3	Service prepares for the scheme to meet the new Child Safe Standard in July 2022	Staffs and Educators understand their roles and responsibilities in maintain a child-safe environment and their mandatory reporting responsibilities.  Prepare the service to meet the Standards as of the deadline	H	All Educators and staffs start to renew their new child protection courses Coordinator units start to book for information and training course to learn about the new standards. Coordinator units set up meetings to discuss and assign responsible person to prepare for the new standard	A Culture that promotes safe environment and protect children from harm and abuse  Staffs and Educators understand their roles and responsibilities in maintain a child-safe environment and their mandatory reporting responsibilities.	June 2022	Educators start to roll over with the new Child Protection Courses.  Training is booked with CCYP for Coordinator in November. <b>Update:</b> Training class was cancelled by the provider and we are looking into a replacement class in early 2022



## Quality Area 3: Physical environment

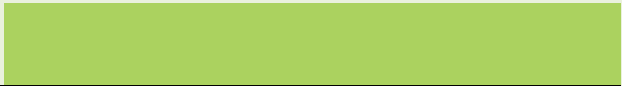
Standard 3.1	The design of the facilities is appropriate for the operation of a service.		Self-Assessment Check
Fit for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.	Met
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.	Met
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.	Met
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.	Met
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.	Met

### 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	Compliance self-assessment	
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2	Met
Regulation 104	Fencing	3.1.1	Met
Regulation 105	Furniture, materials and equipment	3.2.2	Met





Regulation 106	Laundry and hygiene facilities	3.1.1	Met
Regulation 107	Space requirements—indoor	3.1.1	Met
Regulation 108	Space requirements—outdoor	3.1.1	Met
Regulation 109	Toilet and hygiene facilities	3.1.1	Met
Regulation 110	Ventilation and natural light	3.1.1	Met
Regulation 111	Administrative space	3.1.1	Met
Regulation 112	Nappy change facilities	3.1.1	Met
Regulation 113	Outdoor space—natural environment	3.2.1	Met
Regulation 114	Outdoor space—shade	3.1.1	Met
National Law and National Regulations	Associated element		
Regulation 115	Premises designed to facilitate supervision	3.1.1	Met
Regulation 116	Assessments of family day care residences and approved family day care venues	3.1.1	Met
Regulation 117	Glass (additional requirement for family day care)	3.1.1	Met
Regulation 274 NSW	Swimming pools	3.1.2	Met
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2	Met



## Summary of strengths for Quality Area 3

- Since 2019, our physical environment at each Educators' service has had a significant improvement to cater and support the need for learning and developments of each child. For example, reflecting on our practices we decided that the children need to be offered more opportunities to engage in resources that are less man made and more natural and open ended. Our outdoor environment has improved to balance between build component and natural materials. It benefits children as it provides more opportunities for challenging, independence, risk taking, and directed learning. Educators also focus on provide opportunities for children to be part and learning about the environment to embed the living sustainably idea amongst children. Simple activities are incorporated to the service daily routine such as gardening, composing, learning about insects and worm and their benefit, ideas about saving water and reuse materials. Our indoor spaces are spacious and support children with their various need including a calm space for resting and retreat if they are tired and feeling overwhelmed. Transition between outdoor and indoor are considered and offer to children throughout the day. 3.2.1, 3.2.2, 3.2.3
- The modification of the physical environment is based on firstly the Educators' own reflection on their children's need. Educators regular review and update their spaces to meet the need and interest of children at the service. Coordinator unit also work along with Educators to identify priority such as a reflection on the need of more natural materials access and open-ended resources. Not only supporting



Educators with idea, our coordinator unit also actively source and provide Educators with new materials, and information to start such as logs, hay, rocks, sea shell, live animals and motive the Educators along the process. Coordinator unit also work with Educators to review the fit and safety of equipment at the service and work with the Educators to resolve any issue that might appear. Also, Educators are required to conduct their daily safety check prior to open their service to children. 3.2.1, 3.2.2, 3.2.3, 3.1.2, 3.1.1

- Working closely with families is also a big part of transforming our physical environment. Families are notifying with ideas and are actively contribute to the process with materials such as plants, trees, or recycling materials for service daily usage. We also engaged with local group such as the Local Bunnings, Brimbank Council Leadership group, Community House for free materials and plants. 3.2.1, 3.2.2, 3.2.3



### Theme 1: Practice is embedded in service operations

- Coordinator regularly work and support Educators to improve the physical environment of the service the ensure the hygiene, safety, and suitability of the service for children in care. Depends on the current enrolled children, the setup of the services will be reviewed to make sure they are suitable for their purpose and can be easily access by children in care. Spaces in the service is reviewed to ensure there is enough indoor and outdoor space for the number of children in care. Review also focus on the resting areas and ensure it is a quiet, calm, darker environment is created for the children to sleep and rest appropriate. Equipment also focusses on promote the agency and independence learning of children including having access to stepping chair, safety mirror so that they could learn how to do things on their own. 3.1.1, 3.2.2
- Service requires Educators to conduct daily safety check before children attending care to ensure all the equipment and the environment is safe and hygiene for the them. Educational Leader and coordinator team provide regular visit to Educators' premise to review and support Educators regularly. We also have a compliance calendar each year for our Educators to remind them to regularly reflect on their environment and practice at their service. 3.1.2

- Our services indoor and outdoor area are flexible, well-maintained, and accessible for all the children. Our resources support children's interests and allow for their curiosity and creativity. We offer a wide range of experiences. There are many resources to support different cultural interests and abilities. Outdoor area is where our focus our work with Educators in the last few years. Reflect on our feedback from previous visit and recognize the importance of outdoor and physical play for children's learning and development, we have worked progressively with Educators to improve their outdoor environment for children. All Educators received guidance and training to recognize the important of outdoor play. We also offer resources to Educators to add in their services. We are very happy with the progress from our Educators and enjoy the benefit it brings to the children in care in which they access to more outdoor playing and learning experiences. 3.2.1, 3.2.2, 3.2.3
- Another focus we at our service is to bring the natural materials and outdoor elements into indoor spaces. We work progressively with Educators to identify and incorporate outdoor and natural element into their program and planning. We have training and meeting to showcase, give examples, and promoting the use of different natural elements. Children at our service have more access to these natural materials, learn how to care for living things liked plants through observing the growth of plants. It will remain our focus for the future to provide more opportunities for children to have access to more natural material and learn to be more sustainable in the way of life. 3.2.2, 3.2.3


## **Theme 2: Practice is informed by critical reflection**

- Feedbacks from our regular visit to Educators' premise is discussed within the coordinator team to identify ways to work progressively with Educators in improvement their physical environment to ensure it is safe, hygiene, and suitable for children in care. Each visit is documented to note the progress made by Educators and to modify our collaboration approach with Educators and identify improvement needed to address. 3.1.1, 3.2.2
- Services provide Educators with a Compliance Calendar each year to regularly self-reflecting on their practice and their environment. 3.1.2
- Ideas and suggestion from the Authority, families and meeting with fellow childcare-worker through networking also give us element to reflect on our practices. Through reflection, our education leader has prioritized the effort and resource of our scheme to improve the awareness and physical environment within our scheme with the focus is on the access of children to more recycle and natural elements. We are proud with our progression of our service in this area both from the Educators and family's awareness perspective and from the actual change in our service's physical environment. We start to see more activities plan by Educators in regard to outdoor play, using recycle materials, or learning about environments. We hope it will further support children to learn to love and care for things around them and learn to be more responsible and live more sustainable. 3.2.2, 3.2.3
- Children's interests/ideas are recorded in observation book and then are exercised in program planning'. Educators support children to extend and resource their own learning, or supply resources/information to aid children's interests/ideas. Interests/ideas are also programmed into the learning environment as part of the planning cycle. Children's voices are heard and responded to (i.e., interests are extended and resources provided). 3.2.1, 3.2.2
- In October 2019, our Sustainability projected was successfully excised and supported by all Educators. Recycled materials were purchased from Resource Rescue centre and distributed to all Educators as open – end play resource. Many good ideas were shared among Educators through our inner communication channel. Children were happy with new resource and play idea. Our Sustainability project will continue to 2020 with the Theme of Protecting our Planet to respond to our recent Brush Fire Crisis for example: educating children: saving water, sorting Trask, reducing plastic use. 3.2.1, 3.2.2

## **Theme 3: Practice is shaped by meaningful engagement with families and/or the community**

- Within our service, we create a channel of communication for fellow Educators to share their work, environment, and practice with others. It is a wonderful channel which itself encourage everyone in the service for improvement. We progressively see the confidence build up within the team and the information and knowledge that share across members of Pink Lotus community.



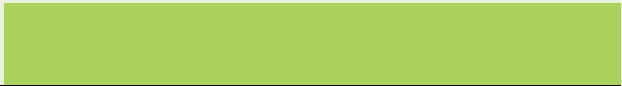
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- We also regularly update our work and the work of our Educators on our website, and Facebook page to promote the awareness of families and local communities with what we are doing at our scheme. We receive many good feedbacks and suggestion through these channels. 3.2.3
  - Our educational leader also participates in the Leadership program which connect her to people in the communities who's their role and knowledge help contribute to our current project. For example, we are be able to connect with the event manager at St Albans community centre where we get information about events liked lantern making using recycle materials, making puffy dolls from old plastic bags. We also often receive email from local community updating local events. Our Educators and children were very much enjoying these events over the years. We also recently connect with the community organiser at Sunshine Bunnings where we obtain free information and materials for our indoor planting project., 3.2.2
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## Quality Area 3: Quality 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
3.2.3.	Promote children's understanding and awareness in sustainability and becoming environmentally responsible.	<p>Reduction in number of plastic toys and equipment in all Educators' care environment.</p> <p>Increase children access to environment with sustainable materials both indoor and outdoor</p> <p>Educators understand and how to embed Sustainability practice in their service and practice.</p>	H	<p>Coordinator and Educators review and reflect on physical environment, taking out plastic toys, increase the use, reuse, repurpose of recycle materials in the activities.</p> <p>Coordinator and Educators discuss and review daily practice to develop plan how to incorporate sustainability in daily routine. For example: Educators incorporate and role modelling practices of saving water, using recycled material for play, how to look after plant, helping with gardening, turn off light.</p> <p>Promote family involvement and support with service practice through sharing information and daily activities in regard to sustainability. Encourage families to participate in project at service liked collecting recycling materials, donation for charity.</p>	<p>Service environment less in plastic and more in natural and recycling toys and equipment</p> <p>Educators effectively reuse, repurpose recycling materials and incorporate and work collaboratively with children.</p> <p>Sustainable Intentional teaching is programmed and documented to promote agency and independence in children</p> <p>Families actively get involved with Educators and service.</p>	On going	<p>Service has connected with local Bunning for support and received free plants for educators' garden</p> <p>Approved Provider collected recycled materials and distributed to all Educators as encouragement and inspire with ideas resource to start our project</p> <p>All Educators is asked to minimise buying plastic toys and equipment, looking for natural and second-hand wooden toys review their set up environment.</p> <p>Many educators started sharing their activities with children using household recycled material into daily learning experience on our forum</p> <p>Feb 2021, Training was provided through ECA for</p>



							Educators regarding Sustainability practice
3.1.1 3.2.1.	<b>Update:</b> Allowing the learning environment and resources to support intentional learning with open ended resources and a more natural environment to sustain.	Man-made toys and equipment use in learning are replaced with recycled, natural and open-end material in the service to stimulate children imagination and curiosity and promote their sense of agency ' s agency to engage in  Increase children access to more natural and open-end materials in the service.	H	Coordinator and Educators discuss and review service physical environment and identify ways to improve service environment to promote the access of children for outdoor plays such as include vegie garden.  Reflect on service program planning and increase more meaningful activities for children with natural and open-ended materials.  Raising Educators' awareness and promote the improvement in practice through peer-peer sharing ideas on how effectively interact and promote children self-directed learning through reuse and repurposed objects.  Educational leader to actively seeking opportunities to connect service activities with local communities.	Update Educators reflect and be selective with acquiring appropriate resources for the children  Environment are engaged and motivated children to explore and thinking.  Educators could effectively use their environment to promote and cultivate self-directed learning through their interactions and conversation with children	On going	November 2019: Approved Provider collected recycled materials and distributed to all Educators as encouragement and inspire with ideas resource to start our project  October 2020: connected with local Bunning for support and received free plants for Educators' garden
3.1.1 3.2.1	Effective planning and setting up of the environment to ensure it is approachable, suitable and engaging to children given their age and ability	Educators are mindful and reflect on their set up to ensure it is suitable and approachable for children at different age group in the service.	M	Coordinator work with Educators to reflect and identify areas that might not be suitable or engaging to children and might only serve for display purpose.  Tips and ideas are shared and discuss with Educators to help Educators reflect and consider their own children' s ability and interest.	A suitable and engaging environment that support children's learning and development  Reduce wasted environment were set up might be served as display only.	On going	November 2021: Coordinator unit has started working on with educator to discuss about their physical environment to understand the purpose of each home comer.



## Quality Area 4: Staffing arrangements

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

### 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	Compliance Self-assessment
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1	MET
Section 161	Offence to operate education and care service without nominated supervisor	4.1.1	MET
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	4.1.1	MET
Section 162	Offence to operate education and care service unless responsible person is present	4.1.1	MET



Section 163	Offence relating to appointment or engagement of family day care co-ordinators	4.1.1	MET
Section 164	Offence relating to assistance to family day care Educators	4.1.1	MET
Section 164A	Offence relating to the education and care of children by family day care service	4.1.1	MET
Section 169	Offence relating to staffing arrangements	4.1.1	MET
Section 269	Register of family day care Educators, co-ordinators and assistants	4.1.1	MET
Regulation 117A	Placing a person in day-to-day charge	4.1.1	MET
Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1	MET
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1	MET
Regulation 118	Educational leader	4.1.1	MET
National Law and National Regulations		Associated element	
Regulation 119	Family day care Educators and family day care Educator's assistant to be at least 18 years old	4.1.1	MET
Regulation 120	Educators who are under 18 to be supervised	4.1.1	MET
Regulation 123	Educators to child ratios – centre-based services	4.1.1	n/a
Regulation 123A	Family day care co-ordinator to Educator's ratios—family day care service	4.1.1	MET
Regulation 124	Number of children who can be educated and cared for – family day care Educators	4.1.1	MET
Regulation 126	Centre-based services – general Educator's qualifications	4.1.1	n/a

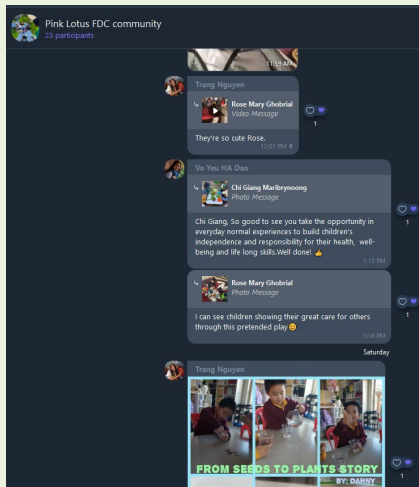


Regulation 127	Family day care Educator's qualifications	4.1.1	MET
Regulation 128	Family day care co-ordinator qualifications	4.1.1	MET
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1	n/a
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1	n/a
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1	n/a
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1	n/a
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1	n/a
Regulation 135	Early childhood teacher illness or absence	4.1.1	n/a
National Law and National Regulations		Associated element	
Regulation 136	First aid qualifications	4.1.1	MET
Regulation 143A	Minimum requirements for a family day care Educators	4.1.1	MET
Regulation 143B	Ongoing management of family day care Educators	4.1.1	MET
Regulation 144	Family day care Educator's assistant	4.1.1	MET
Regulation 145	Staff record	4.1.1	MET

Regulation 146	Nominated Supervisor	4.1.1	MET
Regulation 147	Staff members	4.1.1	MET
Regulation 148	Educational leader	4.1.1	MET
Regulation 149	Volunteers and students	4.1.1	MET
Regulation 150	Responsible person	4.1.1	MET
Regulation 151	Record of Educators working directly with children	4.1.1	MET
Regulation 152	Record of access to early childhood teachers	4.1.1	n/a
Regulation 153	Register of family day care Educators, co-ordinators and assistants	4.1.1	MET
Regulation 154	Record of staff other than family day care Educators, family day care co-ordinators and family day care Educator's assistants	4.1.1	MET

## Summary of strengths for Quality Area 4

- Pink Lotus Family Day Care has a great community of passionate and dedicated Educators who truly care for the children and for other peers. It is contributed by our strict process in selecting new intake Educators to our scheme and by our ongoing support to the Educators while they are working under Pink Lotus FDC Scheme. 4.1.1
- We support the connection and discussion between Educators with coordinators and between Educators to promote a culture of collaboration, motivation, and inspiration on each other works within our scheme. Through reflection, we recognize that FDC Educators really need an effective and closed connection and support from their peers given their working condition are mostly in isolation. For example, we have our own Educators' discussion and forum for our Educators where they can freely share their ideas, daily work, difficulty and challenging moments. This forum helps newly recruited Educators connect and learn from experienced Educators in the team while experienced Educators have opportunities to be challenged and refreshed their own practices and knowledges. At Pink Lotus FDC Scheme, we notify and celebrate each other achievements such as events when our own Educators who got nominated for Educators' excellence Awards. 4.2.1, 4.2.2



- Our coordinator support to the Educators is tailored and individualized based on a mutual respect, equity, and fairness that highlights the contribution of individual's skills, knowledge, and cultural background. For example, we do not standardized service's set up or routines across our scheme but we work with each individual Educators to learn and build up each individual practice and routine based on the Educators and the children in care 's current skills, knowledge, background, and interest. Furthermore, Pink Lotus FDC Scheme continuously collecting and reflecting on Educators' feedback to improve our service quality and take into consideration Educators' view into our scheme's direction. 4.2.1, 4.2.2]
- We also seek opportunities for Educators to engage and develop their skillset including leadership skills. We had Educators and staff who already completed the Brimbank Leadership program in various years. Our Educators are very active and many Educators have strong connection with families and their local communities. 4.2.1, 4.2.2

### Theme 1: Practice is embedded in service operations

- Educators have clear understanding of the ratio requirement and adhered to at all times. Service has a central monitoring system with online attendance record which help to cross check ratio at any time as needed. 4.1.1 4.1.2
- The coordinator team consist of a well-balance between leadership skills, experience, business and technology knowledge that led the whole operation at Pink Lotus FDC Scheme. Around fifty percentage of Educators are Diploma-qualified Educators. 4.1.1 4.1.2
- Educators required to timely notify Scheme when they plan to have holiday-break and information of children who require alternative care is required to help families to find replacement care and minimize disruption. 4.1.2 4.1.1

- We hold regular in-house meeting and training to update and discuss professional development in relation to the Early Years Learning Framework, Early Childhood regulation and any updated in regulation. 4.1.2 4.2.1 4.1.1
- Educational Leader and the coordinator team foster a positive working environment that promote sharing experience, knowledge and culture understand, and collaboration and partnership between members of the service that drive toward the improvement in service quality. 4.2.2
- We have regular team meeting among members of the coordinator unit to review and reflect on the current practice and identify way to offer further support to members of the team with their concern or their professional learning goals. 4.2.1 4.1.1
- We ensure Educators could feel the supportive environment when working with the scheme through networking, joining buddy playgroup (Educators-Educator's playgroup), sharing ideas, experienced and connecting with other fellow Educators in the service. Coordinator unit also regularly visit Educators to support and provide assistance if needed for occasions liked when Educators need extra hand to settling new children, rearrange play environment. Educational leader offer Educators after hours phone call to discuss difficulties and work life balance. This help reduce the stress for Educators when working isolated at home. Our belief is that Educators who caring for children needed also be relax and stress free. 4.2.1 4.1.2 4.1.1
- All our Educators are bilingual language and are supported by coordinators and management who share the same language. This is great benefit for Educators have limited English to feel belong and supported 4.2.1 4.2.2 4.1.1

#### **Theme 2: Practice is informed by critical reflection**

- Regular visit to Educators is embedded practice at our service to make sure all Educators receiving support, feedback/ideas and maintain service high quality. Regular visits to Educators also help coordinator team to identify area of improvement to both Educators practice and service management 4.2.1 4.1.2 4.1.1
- Fortnight coordinator team meeting to discuss and critical reflect on current practice of the team, identify improvement area to both management system and Educator's practice and environment 4.2.1 4.1.1
- Educational leader roster her visits each month to ensure all Educators within service are visited by her at least one every three months. The purpose is to ensure educational leader has chance to discuss with Educator's face to face, measure successful of active projects and maintain service high quality control 4.2.1 4.2.2 4.1.1

#### **Theme 3: Practice is shaped by meaningful engagement with families and/or the community**

- Families and Educators maintain daily contact though conversation during pick up and drop off time. Families are given up to date with Educators current practice, their children learning and development on daily basis 4.2.2 4.1.1
- Management, Educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills 4.2.1 4.1.





## Quality Area 4: Quality 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	Promote Professional Collaboration	Continue to create a culture where all educators' value each other and sharing their experience, ideas, skills and knowledge.	M	<p>Continue promoting inner community group chat</p> <p>Encourage confident in some Educators to proudly share their experience ideas and knowledge</p> <p>Coordinator are active in community group chat providing feedback and ideas</p> <p>External professional – families</p>	<p>Increasing number of interactions in inner community group</p> <p>More Educators are open sharing their experiences and ideas in community group chat</p>	On going	<p>Our forum received daily update from Educators sharing their practices with their peers.</p> <p>Positive feedback from educators about the benefit of our forum to share ideas and inspire their work</p>

## Quality Area 5: Relationships with children

Standard 5.1	Respectful and equitable relationships are maintained with each child.		Self-assessment Check
Positive Educators 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	Met
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.	Met
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.	Met
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.	Met

### 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	Compliance self-assessment
Section 166	Offence to use inappropriate discipline	5.1.1, 5.1.2, 5.2.2	MET
Regulation 155	Interactions with children	5.1.1, 5.1.2, 5.2.2	MET
Regulation 156	Relationships in groups	5.2.2	MET



## Summary of strengths for Quality Area 5

- At Pink Lotus FDC Scheme, the unique one-to-one relationship between a primary FDC Educators with children help promote children's sense of belonging to the service from the first day in care. It supports by Educators actively offering a warm and family-like environment where children feel safe and secure with a proper orientation program, family photos, family activities, and display of children's own artworks. From settling in process to daily routine, Educators also learn through discussion with families, and their own observation to offer appropriate planning and interactions with children to foster their learning and developments such as support children's efforts through the use of positive reinforcements, aids and role modelling, or provide opportunities for children to take considered risks within our 'safe' environment and encourage older children to be involved in developing limits and undertaking risk assessments. With the diversity of background within our team of Educators and staffs, children also have a unique opportunity to experience and get closed to their parents' culture and knowledge. 5.1.1, 5.1.2, 5.2.1, 5.2.2



- Ongoing support from our coordinators to help Educators to reflect as individuals and as a team how they can improve their relationships with each of their children with aim to support children's secure attachment, through consistent and warm nurturing relationships. For example, through our reflection, we work with our Educators to help them promote and encourage family's involvement in settlement new children in care including the orientation and families interview process. Also, coordinator unit also work with a number of Educators to reflect on their intentional teaching goals by looking at their interactions and involvement in different activities with children to help better promote children's agency and directed learning. This has seen an improvement in



the children. 5.1.1, 5.2.1

Educators to child relationships and a fulfillment from Educators as they learn and be able to apply new skills set into practices. 5.1.1, 5.2.1

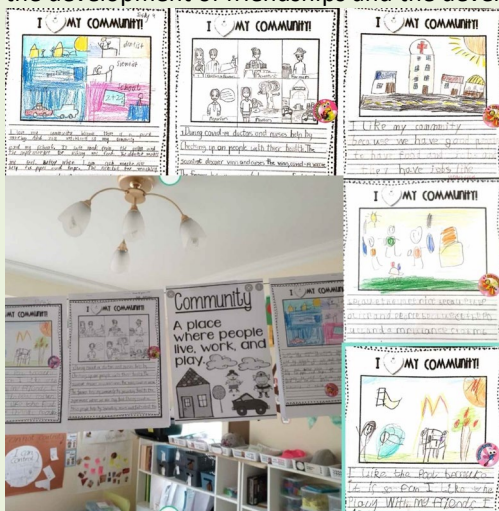
- Families' involvement in promoting a warm and family-like environment is important at Pink Lotus FDC Scheme. For example, families are provided with lots of avenues to develop a relationship with their child's Educators and get involve in children's daily activities. Our Educators invite families to picnic, outing, and cultural celebrations events throughout the year. Also, Coordinator and Educators work very close with families to assist and support children with learning or development conditions. We as a team liaise with other professionals and support agencies to share information about children with additional needs and work in partnerships with families to develop a learning support plans for

Practice is embedded in service operations





- All Educators believe that building positive and trusting relationships with all children forms the basis for successful and effective learning to occur. The relationships we develop with children and families are valued, maintained and sustained through formal and informal conversations and acknowledgment of achievements. This strengthens our relationships and creates a trusted community. (5.1.1)
- 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 over the weekend. Educators also allocate time for children to present, share and talk about their experiences at group times. Educators also acknowledge and celebrate children’s milestones (i.e., birthdays, special events, cultural celebrations and new siblings). 5.1.1)
- All children are to be treated with respect and to maintain their dignity, the Educators engage in conversations with the children often and treat all things that they say professionally and respectfully. For example, when assisting in toilet training, Educators act professionally and respectful. No child is ever made to feel uncomfortable or embarrassed during this time. If a child has an accident, it is dealt with discreetly and promptly. This ensures the child is not embarrassed or uncomfortable. 5.1.2
- We recognise in our philosophy that the pre-school years offer the opportunity to lay foundations towards life skills with the aim for each child to manage their own behaviours and effectively communicate with others. We work progressively with Educators and families to ensure that we have a program to address the individual needs of each child to foster these skills, as well as a strong culture of modelling and encouraging. Educators are supported regularly by coordinator to reflect and identify improvement opportunities regarding interaction, cultures, language, traditions and parenting. We also highlight and promote improvement in practice with our recognition for good practices and feedback are also forward to families. 5.2.1
- Educators use positive language to redirect children behaviour. Educators are keen observers and aware of the individual needs and interests of the children. 5.2.2
- All Educators believe that children have a right to express their feelings and to be supported to develop positive behaviours that will support the development of friendships and the development of appropriate relationships with adults. 5.2.1, 5.2.2




**Practice is informed by critical reflection**

- The Early Years Learning Framework is used to plan an inclusive learning program, which enables each child to be supported in their learning and to develop relationships with their peers and Educators. Children are encouraged to initiate and construct their own learning, competencies and knowledge. Educators also use intentional and unintentional teaching practices to challenge, encourage, explore and collaborate with children to extend their play and learning. (5.1.1, 5.2.1)
- Educators are supported regularly by coordinator to reflect and identify improvement opportunities regarding interaction, cultures, language, traditions and parenting. We also highlight and promote improvement in practice with our recognition for good practices and feedback are also forward to families. 5.2.1
- Educational leader review and discuss learning assessments with Educators to ensure inclusion for all children and raise up any concern if necessary. 5.1.1
- Regular team-meeting within the coordinator team to reflect and identify areas for future improvement and support for member of the service regarding to how to improve interaction with children. 5.1.1 5.1.2 5.2.1
- Educators work with children in building positive relationships within the group. Educators teach and model to children, what sharing, taking turns, being friends and using manners. Children are encouraged to discuss and reflect on ways we can support,

help and respect each other 5.1.1, 5.1.2, 5.2.1, 5.2.2

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

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- Families are well-informed with their children's progress through each child's individual portfolio and encourage to contribute to our program planning Families are also invited to contribute to their children learning through face-to face feedback with Educators and input into child's learning assessment. 5.1.2
  - We ensure that families have opportunity to discuss with Educators about their children progress at any time though phone call, text message and face to face at pick up and drop off time 5.1.1, 5.1.2
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## Quality Area 5: Quality 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
5.1.2	Identified that there is time when Educators will need extra help to keeping up with their service operation and requirement such as setting in new children, children with challenging behaviours	Open and active communication between coordinator unit and Educators to timely coordinated team effort.  Educators strengthen their interaction skills with children.	H	Promote Educators to participate in discuss with their peers, children's families and coordinator to share experience and ideas on working and interacting with children.  Educators and coordinator discuss service Behaviour guidance policy  Coordinator schedule time to offer help to Educators when needed for example settling in new changeling children	Educators' response promptly to children's disruptive behaviour by acknowledging their feelings, spending time with them and suggesting alternative ways of responding  Educators support children to treat other with dignity and respect in their interactions  Families, Educators and service working collaboratively to help Educators and children over coming difficult time.	On going	Coordinators are working with new educators to support them in orientation new children, settling in new child and how to deal with child with challenging behaviours. Progress includes:
5.2.1	Continuously fostering positive relationship between members of Educators' family and the children being educated and care for?  <b>Update:</b> Health and wellbeing of children and Educators during prolong-lockdown, isolation, and the risks of infection.	Children and Educators' family member have positively and respectful relationship  Educators and their family members understand their responsibility and the regulation in relation to Educators and child ratio	M	Educators and coordinator discuss the important of family's member in modelling positive behaviour to children  Service discusses with Educators and family's member about the role that Educators' family's member may play in the service  <b>Update:</b> educators' research and offer	Educators' family's member model positive behaviour and relationship with children in care  Educators and family's member understand their roles play in the service that under the education and care regulation at no time children are left alone with family members  <b>Update:</b> Children mental-health are discussed and be	On going	<b>Update:</b> 2020-2021: Educators actively connect with families and children who do not able to come to care during lockdown though video and phone call.  Many Educators offer activities and promote mental balancing and awareness amongst children such as making posters of how they feel,





		<p>Service offers learning opportunities and activities to promote children’s agency and to manage their self-regulation.</p>	<p>opportunities for children to learn to aware and manage their stress during home-schooling.</p> <p>Educators openly talk and discuss with coordinator, and group about how they discuss with children about their mental health and how to be positive.</p> <p>Offer all educators opportunities to participate in PD program</p>	<p>part of the daily learning program</p> <p>Evidence of children are aware and understand their mental and physical health from observation</p>		<p>give children chances to reach out and talk. For example: Children and educator taking Yoga and dancing exercise to promote children mental health.</p> <p>Educators completes PD course offered by ECA: “Supporting Children's Self-regulation”, Supporting Child-led Inquiry”</p>
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## Quality Area 6: Collaborative partnerships with families and communities

Standard 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.		Self-Assessment Check
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.	Met
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.	Met
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.	Met
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.	Met
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.	Met
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.	Met

### 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	Compliance self-assessment
Section 175	Offence relating to requirement to keep enrolment and other documents	6.1.3, 6.2.1	Met
Regulation 157	Access for parents	6.1.1	Met





## Summary of strengths for Quality Area 6

### Theme 1: Practice is embedded in service operations

- Our philosophy which values the input and uniqueness of each family, child and Educators are embed in our practice.
- We strive to provide a service that is welcoming to all our families, children and staff. Our enrolment process aims to capture important information about our families to ensure we are sensitive towards all cultures and traditions. On our enrolment forms a section that parents can fill in to let us know if they have any interests or hobbies that they would be happy to share with the children. Copy of parent handbook also available on our website or at Educators' premise for families to review to get familiar with our practice and value. Parents can also feedback and contribute to service decisions by taking part in our annual parent survey. 6.1.1
- We take full advantage of the FDC family liked service environment which promote relationship, belonging and inclusions. At our service, Families are in closed contact with a dedicated Educators and could share and contribute their ideas, suggestion and actually get involved in shaping the learning goals, strategy, and actually get involved in service activities and share their knowledge, expertise and their own cultural unique. We embed in our practice the value of unique contribution of families and children from across backgrounds. 6.1.2
- We communicate with our families and find out what they are wanting their child to achieve through our semi-annually learning assessment which completed by Education in consultation with families and reviewed by our Educational Leader to ensure inclusions. 6.1.2
- Families can access updated information about the operation of the Scheme and service from our website, Facebook page, and email. This includes information about our Scheme's philosophy and policies and procedures and are readily available to parents. There is a hard copy in the head office that parents can view and read. 6.1.2 6.1.3
  - We encourage Educators to openly talking to families in regard to our Scheme value, principles and practice, our coordinators also actively engaged families during support-visit to gather information, ideas and discuss any concerns. This create and support children to have a consistent experience at Pink Lotus FDC Service. Documentation of children's learning including Portfolio and Monthly activity plan is available for parents and they can also provide feedback through a parent survey. Educators provide parents with both verbal and written information about accidents or health incidents that may have happened during the day. This is also documented for record keeping. 6.1.3
  - Educators' reviews and reflect on children learning and development and keep parent inform to ensure children are ready for the next stage of learning and ensure children have a smooth transition such as from FDC to Kinder or Prep. Any difficulty or concern by Educators will be escalated to be reviewed by Educational Leader who provide guidance and support to the Educators to adjust program and inform family to share information and collaboration between family and service. 6.2.1
  - Educators are constantly working to develop trusting relationships with each child and their families to support each family. The services that are available are on the notice board, on the school website and are on class notice boards. Other services are provided to families when the need arise. All children are supported through their learning through the program. Children are all given the same opportunity to complete activities at their level with assistance. Educators have discussions about the children and their needs when it is required. From this we can ascertain what support networks are needed to support the child. Having



knowledge about the community resources assists the staff and the directress to recommend professionals from different services who can contribute to children's learning and wellbeing. We strive to build relationships with a range of external services. We aim to have incursions once a term. In 2018, we had the local fire department come for a visit and to talk to the children about fire safety. Along with this we had the local rugby league team come and speak with the children about sportsmanship and conduct some physical games and activities with the children to get them active. We invited a reptile company to come and show the children some different reptiles and talk about their habitat and life cycles. In 2019 we aim to have some of these again along with some elders come and run some indigenous activities and some police officers to talk about safety. One thing we aim for when having incursions, is to keep them all very different and cater to different parts of the child's learning and development. For example: health, zoology, and safety. 6.2.2

- Educators are encouraging to engaged and participate in community activities through excursion, local learning opportunities and engagement. Member of our service has participated in the Leadership program by Brimbank city council. Children at service also participate in various

### Theme 2: Practice is informed by critical reflection

- Through our reflection within the coordinator team, and openly discussion with Educators and survey from families, we have able to identify areas that we need to improve:
  - We actively promote and include many more opportunities for parents to participate in our service activities and celebrate the cultural diversity.
  - We create different form of communications to cater the different types of families including update information through our Facebook page, email to parents with good practice observes at Educators service, direct communication by coordinator during home-support visit, phone support to parents.

### Theme 3: Practice is shaped by meaningful engagement with families and/or the community

- Families are invited to participate and join in working with children and sharing their home culture. We seek Participation for excursions, cooking, gardening, special interests, fundraising, assisting in the day-to-day activities of Educators and children at the services. Many Educators have shaped a good relationship with families and the families take an actively role in many activities of their services.
- We celebrate with community days- multicultural lunch, festivals and occasions such as Easter, Lunar new year, Children Day, Moon Festival.
- Twice a year, parents are invited to communicate and share with their Educators that forms the Learning assessment where parents have input about the learning and wellbeing of their child.



## Quality Area 6: Quality Improvement Plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priori ty (L/M/ H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.1.	Improve service procedures to deal with complain and feedback.	Review ways families could provide feedback and complains. Review services' policy and procedures.	H	Promote the role of Coordinator unit through our communicate with families. Review and reflect on role of Educators, coordinator, education leader, and service's director to handle complains and feedbacks	Member of the services have clear understanding of their roles and responsibilities  Families have clear understanding the Pink Lotus FDC Structure and who to contact if they have feedback or complaints.	On-going	2020-2021 Resolve Educators and family's queries  Coordinators and Educators have clear understanding and work with Department effectively on complaints and feedback form families.  <b>Updated:</b> a survey was conducted in Dec 2021 to seek feedback from families in term of quality of care and the management of Pink Lotus FDC Scheme. Overall feedback were positive.
6.1.1. 6.1.3	Improve families to access information and sharing information with Scheme and service.	Review the enrolment form and procedures.  Review our communication channels with families	M	Seeking feedbacks from Educators in regard to how they currently communicate with families and what could potentially improve.	Service received timely and more information from families to help improve the quality of care.	Dec 2020	<b>Update:</b> 2020-2021: service proactively find ways to connect and delivery timely





	<p><b>Update:</b> information about COVID 19, restriction, support timely and effectively delivered to families</p>			<p>Review the enrolment and orientation procedures with families. Increase role of coordinator unit during this process by meeting with families.</p>			<p>information to families to help the during continuously changing environment. At the moment service using email, Facebook page and educator communication channels to reach out to families</p>
6.2.1.	<p>Promote the healthy benefit of outdoor play to raise awareness and understanding from families regarding service’s practice.</p> <p><b>Updated:</b> To engaged with families to promote physical and mental health and wellbeing amongst the community.</p>	<p>Families have more awareness on the benefit of outdoor play to their learning and development.</p> <p><b>Update:</b> Families have more awareness and speak out to Educators and service about children and their own wellbeing during lockdown.</p>	H	<p>Strengthen Educators knowledge of the health benefits of outdoor and activity play to children health and development.</p> <p>Actively communicate with families through direct communication, email in regard to the health benefits of outdoor play. Promote the involvement of families in services activities.</p> <p>Ensure the facilities and equipment at services are available for outdoor play.</p> <p><b>Update:</b> coordinator and Educators proactively share information and reach out to families to support especially during</p>	<p>Educators could confidently promote the benefits of their planning for outdoor play with families.</p> <p>Children has more access to outdoor play activities.</p> <p><b>Update:</b></p> <p>Families need and question are timely resolve by Educators and service.</p> <p>Families understand that daily outdoor activities are essential and important as part of children everyday learning and development</p>	On-going	





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				lockdown and home-schooling period			
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## Quality Area 7: Governance and Leadership

Standard 7.1	Governance supports the operation of a quality service.		Self-Assessment Check
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service's operations.	Met
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.	Met
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.	Met
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.	Met
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.	Met
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	Met

### 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	Compliance Self-assessment
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2	Met
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3	Met



Section 56	Notice of addition of nominated supervisor	7.1.2	Met
Section 56A	Notice of change of a nominated supervisor's name or contact details	7.1.2	Met
Section 161	Offence to operate education and care service without nominated supervisor	7.1.2	Met
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	7.1.2	Met
Section 162	Offence to operate education and care service unless responsible person is present	7.1.2	Met
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	7.1.2	Met
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	7.1.2, 7.1.3	Met
Section 164	Offence relating to assistance to family day care Educators	7.1.2	Met
Section 164A	Offence relating to the education and care of children by family day care service	7.1.2, 7.1.3	Met
Section 165	Offence to inadequately supervise children	7.1.2	Met
Section 166	Offence to use inappropriate discipline	7.1.2	Met
<b>National Law and National Regulations</b>		<b>Associated element</b>	
Section 167	Offence relating to protection of children from harm and hazards	7.1.2	Met
Section 168	Offence relating to required programs	7.1.2	Met
Section 169	Offence relating to staffing arrangements	7.1.2	Met
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2	Met
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2	Met



Section 172	Offence to fail to display prescribed information	7.1.2	Met
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2	Met
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2	Met
Section 174A	Family day care Educators to notify certain information to approved provider	7.1.2, 7.1.3	Met
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2	Met
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2	Met
Section 269	Register of family day care Educators, coordinators and assistants	7.1.2	Met
Regulation 31	Condition on service approval-quality improvement plan	7.2.1	Met
Regulation 55	Quality improvement plans	7.2.1	Met
Regulation 56	Review and revision of quality improvement plans	7.2.1	Met
Regulation 158	Children's attendance record to be kept by approved provider	7.1.2	Met
Regulation 159	Children's attendance record to be kept by family day care Educators	7.1.2	Met
National Law and National Regulations		Associated element	
Regulation 160	Child enrolment records to be kept by approved provider and family day care Educators	7.1.2	Met
Regulation 161	Authorisations to be kept in enrolment record	7.1.2	Met
Regulation 162	Health information to be kept in enrolment record	7.1.2	Met
Regulation 163	Residents at family day care residence and family day care Educator's assistants to be fit and proper persons	7.1.2	Met





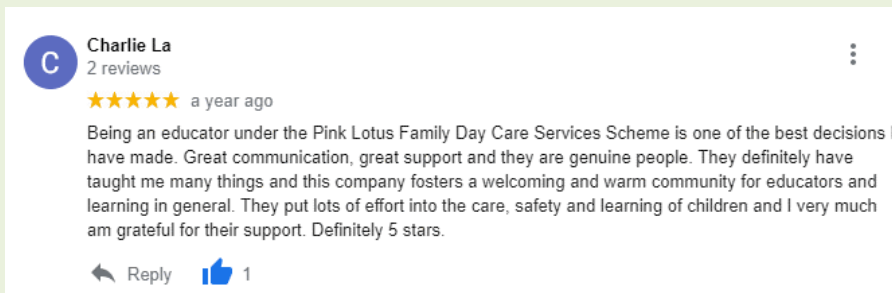
Regulation 164	Requirement for notice of new persons at residence	7.1.2	Met
Regulation 165	Record of visitors	7.1.2	Met
Regulation 166	Children not to be alone with visitors	7.1.2	Met
Regulation 167	Record of service's compliance	7.1.2	Met
Regulation 168	Education and care service must have policies and procedures	7.1.2	Met
Regulation 169	Additional policies and procedures—family day care service	7.1.2	Met
Regulation 170	Policies and procedures to be followed	7.1.2	Met
Regulation 171	Policies and procedures to be kept available	7.1.2	Met
Regulation 172	Notification of change to policies or procedures	7.1.2	Met
Regulation 173	Prescribed information to be displayed	7.1.2	Met
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2	Met
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2	Met
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2	Met
National Law and National Regulations		Associated element	
Regulation 176	Time to notify certain information to regulatory authority	7.1.2	Met
Regulation 176A	Prescribed information to be notified to approved provider by family day care Educators	7.1.2	Met
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2	Met



Regulation 178	Prescribed enrolment and other documents to be kept by family day care Educators	7.1.2	Met
Regulation 179	Family day care Educators to provide documents on leaving service	7.1.2	Met
Regulation 180	Evidence of prescribed insurance	7.1.2	Met
Regulation 181	Confidentiality of records kept by approved provider	7.1.2	Met
Regulation 182	Confidentiality of records kept by family day care Educators	7.1.2	Met
Regulation 183	Storage of records and other documents	7.1.2	Met
Regulation 184	Storage of records after service approval transferred	7.1.2	Met
Regulation 185	Law and regulations to be available	7.1.2	Met
Regulation 344 Tasmania	Working with vulnerable people registration – staff members	7.1.2	Met
Regulation 358 Victoria	Working with children check to be read	7.1.2	Met
Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2	Met

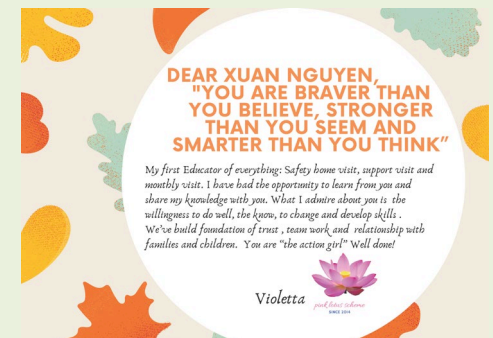
## Summary of strengths for Quality Area 7

- Pink Lotus FDC Scheme have a well-established governance and administration systems in place to document, monitor, check, and support both Educators and children in service. We aim to cut down on time-consuming administrative tasks to focus our effort in supporting our Educators to improve their care quality for children. We established a clear induction program for new Educators joining in our scheme which includes progress and knowledge checklists. All Educators and staffs engage in a comprehensive code of conduct which is included in our agreements and Policies and Procedures which is available to all Educators and staffs. 7.1.2, 7.1.3, 7.2.2



- We personalize our support for Educators through observation and reflection on each individual's strength, knowledge, personality as we working with the Educators to improve the service quality. We regular document and reflect on Educators' input through survey, private conversation and group discussion to build upon our Scheme's improvement targets. For example, through reflection and discussion, we have set goals to help and support Educators in two keys areas including improving on Educators' intention teaching through their interactions with children, and working with Educators to increase children access to less man-made resources and more natural and open-end resources. It was a challenging journey but a rewarding one at the same time as we get many positive contributions from both experienced and newly-joined Educators to the discussion. 7.2.1, 7.2.2.

- In term of professional PD, educational leader actively seeks suitable personal development opportunities to strengthen and refresh the knowledge of the framework for all the Educators. In 2020 and 2021, Pink Lotus FDC Scheme has offered Educator's quality online courses through ECA to refresh their knowledge with course such as INTRODUCTION TO THE NATIONAL QUALITY FRAMEWORK FOR EARLY CHILDHOOD EDUCATION AND CARE SERVICES, or DOCUMENTING AND ASSESSING CHILDREN'S LEARNING. Also, Pink Lotus FDC Scheme also has a very active social communities between Educators where ideas and inspiration are shared between experience and new Educators to help one another. 1.1.1, 1.3.
- Our leadership goal that we aim for all Educators are "improvement is more important than final result" as it is a positive attitude that Educators can model and transfer to young children to build upon their learning skills. Educational leader actively seeks and offers opportunities for Educators to upgrade their skills and qualification and engage into the broader community. For example, we offer potential Educators to apply for local scholarship for Leadership course which resulted in four of our members successfully completed and become member of the Council leadership group, we also offered Educators to participate in quality and engaging professional development program such as the Jindi Woraback Children's Centre profession development days, or the Early Childhood Association online professional development courses. 7.2.1, 7.2.2, 7.2.3
- With families, we aim to be responsiveness with taking on feedback and be proactive in managing their concerns. Educators are expected, supported, and motivated to actively engage with families including providing families with timely-information about children's care, discuss and seeking information regarding children's health and development need, exchange ideas to develop the



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learning and development plans for children. Our scheme also offers our information, expertise, and willingness to work with Educators and families in resolving problems related to administration, financial concerns, and additional support from Government. 7.1.3, 7.2.1, 7.2.2

### **Themes 1: Practice is embedded in service operations**

- A documented centre philosophy and values developed collaboratively with staffs, Educators, and families and is visible and reflected in practice. 7.1.1
- A simple central control monitor and screening system in place to ensure all the required compliance matters is regularly check, review, remind, and update. It enables Scheme to effectively managing our services, Educators and identify areas for improvements and review. 7.1.2. 7.2.3
- We have systematically been reviewing our policies and procedures on ongoing processes. We operate by following all the EYLF and NQS to ensure a safe, happy and harmonious work place for all staff, Educators, children and families. 7.1.2.
- Service has a grievance policy in place to help manage complaints. 7.1.2
- Educational Leader and Coordinator team work closely with Educators to help support and identify areas of improvement. Educators, and staffs are encouraged to attend workshops throughout the year to continue their development and understanding of different areas of a child's development. In December 2019, we introduced special support program where a group of Educators will work closely with a dedicated Coordinator for six-month to target specific areas for improvement identified by Educators and Coordinator Team. The first trial is running from January to June 2020. 7.1.2 7.2.3
- Service also offers regular in-house training and meeting throughout the years focusing on areas that is identified by staffs and Educators in their Professional Learning Goals. All the records are records and keep up to date 7.1.2 7.2.3
- Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service. Service has a consistent induction program for new Staff member, Educators, or assistant which focus on the Philosophy of the service, Policies and Procedures of the Scheme, their Child Protection Obligation. New Educators also received extra home-support visit during the first three month or as long as needed to ensure quality is consistent. 7.1.3 7.2.3
- There is an effective self-assessment and quality improvement process in place. The coordinator team has regular meeting every fortnight to review and discuss any issues arise and reflect on our current practice as well as identify areas that we could potential improve in the future. A numerous of ideas, suggestions focusing a consistent and suitable operation of the service in the long-term are also added by Educators during home-support visit discussion by Coordinator team. 7.2.1, 7.2.3
- The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle. The education leader leads the coordinator team to actively involve and support Educators in reflecting children's learning and development which set foundation for service's program and planning. Each child learning assessment is reviewed and commented by the coordinator team. These documents are kept and reviewed regularly within the service. 7.2.2 7.2.3
- The educational leader and nominated supervisor focus on building a positive working culture which focus on belonging, pride of progressive achievement and continual improvement. Service has created and maintained good connection between management team with Educators which promotes inclusion, pride and motivation for on-going improvement. 7.2.2 7.2.3

### **Themes 2: Practice is informed by critical reflection**

- Information is collected and organised systematically which enable information sharing and regular reflecting practice of the coordinator unit. We have converted our data system from paper-based system to central-computer system. It enables for easier screening, reducing resources in managing service information, enable more advance data sharing across team members. It provides vital information for the coordinator unit to reflect on service current state and identify areas to improve or focus. 7.1.2. 7.2.3
- Service also allocated sufficient time for coordinator team to discuss and sharing information across the team. We dedicate time each fortnight for team-meeting which focus on sharing information and reflecting on our current practice. Each team member lead by Educational leader contribute to the process by reflecting on their own work and work with



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Educators and raise up any suggestion for improvement or concern for further action. Educational leader also reviews any input from Educators and families and reflecting these ideas on to our current practice. 7.2.1, 7.2.3

- Each Educators and staff are given opportunities to identify and discuss their current practice, strengths, areas for improvement with the Educational Leader annually. These professional development goals also are the input for our new program of Education support program. 7.1.2 7.2.3
- The educational leader and nominated supervisor create a culture of openness and promote the on-going development and improvement in the team through on-going reflection and sharing information. 7.2.2 7.2.3

**Themes 3: Practice is shaped by meaningful engagement with families, and/or community**

- From feedbacks of Educators in previous years Development goals, we establish a communication channel for Educators to share and contribute their ideas. It starts to take shape and form a good practice in our scheme where Educators sharing information and update each other's with new information within their services and around the community. From these timely and openly discussion, we have gathered many information for our on-going reflection and improvement in our practices. We also be able to identify areas where we could support Educators further.
- Families start to have a sense of the Pink Lotus FDC community with our regular updated information through our Facebook page and email from our coordinator unit in regard to good practice observed during their support visit.



## Quality Area 7: Quality 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
7.2.2 7.2.1	Each educators' skills and knowledge are unique. Therefore, it is essential to tailor the support to fit and adaptable to the situation of the Educators	<p>Further improve the effectiveness of our Educators Support Program.</p> <p>Educators takes ownership of their own improvement and confidently discuss and work with support coordinator their need and areas for improvement.</p>	H	<p>Gathering information regarding each Educators and have steps to analysis this information and identify areas for improvements.</p> <p>Together with each Educators, develop plans and identify achievable goals.</p> <p>Develop strategy and workout steps through house-support visits and other needed information.</p>	<p>+ Educators and coordinators work collaboratively to achieve target outcomes.</p> <p>+ <b>Planning cycle is evidences with each individual child</b></p> <p>+ Educators show confidence to explain and discuss their planning and program with others including families.</p> <p>+ Educators purposely with their action, interactions and conversation with children during routines.</p> <p>Educator understand their own strengths, unique skills and value that they can bring in to their service to contribute to their children learning and development Educator can maximise their skill, knowledge and service environment to provide children with maximise learning opportunities.</p>	<p>First review Dec 2020</p> <p>Second review Dec 2021</p>	<p>Coordinators have developed plans and identified goals to support first group of Educators.</p> <p>First group of Educators has received their support and are currently working toward their target goals and</p> <p>First group of Educators has received are identified and Educators team are work on developing plans and goals to support these Educators.</p> <p>This project was erupted significantly due to the situation in Victoria which limited the access of Coordinator to Educators. We aim to keep track of the program and continue to work with individual Educators in different ways.</p>
7.2.3 7.2.2	Due to work environment,	Build a sense of pride and privilege to be a	M	Promote work and achievement	A culture that promotes wellbeing and awareness	On-going	In December 2019. Service End of year meeting was to "Celebrate Educators





	<p>Educators could feel isolated, loneliest. All the attention creates a sense of under-achievement, under-value service as an FDC Educators.</p> <p>Health and wellbeing of Educators and staff during prolong-lockdown, isolation,</p> <p><b>Update:</b> risen numbers of infection amongst services after Victoria open up poses a risk and stress to all educators</p>	<p>Pink Lotus FDC Educators member.</p> <p>Build a sense of community. Maintain the positive culture of openness and sharing across the team.</p> <p>have a consistent approach and strategy to promote the health and wellbeing of Educators</p> <p><b>Update:</b> Have a consistent approach to support and guide educators if and when services are affected by COVID infection.</p>	<p>Connect and create a sense of community. Share our work on FB, with families, and community. Celebrate and identify good practices with Educators and the community. Encourage Educators to connect with Families and broader community</p> <p>Engaging with external professional to provide Educators and families with information on how to take care and be aware of their physical and mental health and wellbeing. Look at opportunities on how healthy lifestyles can be made accessible to Educators and staffs, both physical and mental health, e.g., Mindfulness/meditation crisis support, fund provided to do supply of healthy foods, etc</p> <p>Coordinator team regularly updates change in Victoria's health advices and seek necessary guidance from Department of Health, Department of</p>	<p>amongst Educators, families, and children:</p> <p>Educators feel confident and proud of their work with children</p> <p>Educators confidently promote their service to families and community</p> <p>Educators speak out about their mental health.</p> <p>Educators explore positive ways to handle and release their stress.</p> <p>Educators feel supported from the service</p>	<p>Achievement". Each Educators received an acknowledgement certificate of their work from their direct support coordinator commented on their strength, passion, hard work and contribution to each child learning and development</p> <p>Coordinator has recorded observed good practice at house visit and email to Educators</p> <p>More Educators start to participate in group discussion.,</p> <p>Good feedback from Educators and families with our good practice note from Coordinator after house-support visit which highlighted what good practices were observed during the visit.</p> <p>June 2021: Coordinator unit encouraged families to nominate their educator to Educator Excellent Award.</p> <p>July 2021: we celebrate and honours those Educators who got nominated for Educators</p>
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				Education, DESE to provide educators with up to date information and support.			<p>Excellence Awards with the community.</p> <p>During 2020, 2021, Pink Lotus FDC team actively connected, updated and seek necessary advices and information to help guide and support educators during the transition between lockdown and open-up</p> <p>Updated: a survey was conducted in Nov 2021 regarding to the mental health of Educators during the lockdown. As a result, Pink Lotus FDC Scheme has organised different online events including an online competition for children in care to boost the connection between children and educators.</p>
7.1.2 7.2.1	<p>We experience the time saving benefit of having up to date information about the service, Educators, children. It releases a lot of stress in managing and keeping up to date information, reduce the burden of checking for</p>	<p>Continue to explore ways to Improve the procedures and system in place to better monitor, manage and contribute to informed decision of the service</p> <p>Ensure Privacy and backup of data when</p>	M	<p>Review the need for information.</p> <p>Explore way to manage data within the service</p> <p>Review the compliance for privacy requirement</p>	<p>Time spends on administrative tasks.</p> <p>Information available when needed for decision making</p> <p>Privacy of staffs, Educators, families are secured and reviewed.</p>	On-going	<p>2018-2019 – An investment of time and resource in transfer the database of the service to digital data. Reduce the amount of printing and manual checking time.</p> <p>2021- Improvements shows in administrative tasks. Looking for option</p>








	compliance. Save time and resources for other commitment. It also helps in analysis progress and identify issues in the service	switching to online management system					to backup and secure data only  Majority of office paperwork will be online based and cut off on paper-based handling.
7.2.2	Explore ways to connect and work with Educators, families, and children remotely	Adapt to the change in working environment, the need to work and connect with Educators, families, and children remotely	M	Coordinators explore, discuss, and experiment ways to connect with Educators and families remotely. Such as virtual connect apps	Educators, families, and children feel support.		Dec 2021, Pink Lotus FDC Scheme is reviewed the system offered by Harmony Web as a portal to connect educators, families, and the scheme with each other.



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The end.

