



Examples to reference, if needed for your QIP and SAT (NSW only)

Educators regularly give families information about their child's participation in the program and progress towards learning outcomes. For example, we chat during pick-ups, refer to learning documentation on the curriculum wall, utilise Facebook groups and emails, host parent information nights, and offer scheduled appointments for in-depth discussions. This multifaceted approach ensures families are well-informed and engaged with their child's educational journey.

Educators ensure the information shared about each child's participation and progress is easy for families to understand. We avoid jargon, provide explanatory posters on the EYLF/MTOP frameworks, present progress in easy-to-understand formats like tables with visual indicators, and use families' home languages wherever possible, thanks to our bilingual staff or ACECQA's resources. This ensures clarity and inclusiveness in our communications.

To gather input from families on their child's progress, we use weekend sheets for insights into home life, engage in meaningful conversations at drop-off/pick-up, and inquire about family life, activities, and significant events. This approach allows us to incorporate families' perspectives and experiences into our program, fostering a collaborative environment for child development.

If you are doing similar practices to the example, use the questions to help you write your 'meeting' description so you can add it to your QIP.

For a MEETING QIP and Self-Assessment Tool (SAT)
Please give an example of the ways you regularly give families information about their child's participation in the program and progress towards learning outcomes.
Please explain how the information shared about each child's participation and progress is easy for families to understand.
Please give an example of the way you seek input from families when sharing information about their child's participation and progress.