

Background

As outlined in the National Quality Standard, the Early Years Learning Framework, and the Queensland Kindergarten Learning Guidelines, the needs of children cannot be met without effective partnerships between the Service and its families. Regular and clear communications are vital in developing and maintaining effective partnerships.

Policy statement

This policy outlines the Services commitment to partnerships between the Service and families and the many avenues of communication in place to sustain these partnerships.

Strategies and practices

- The Service is committed to working in partnerships with families to best meet the education and care needs of the children. This commitment is communicated to parents at enrolment and during orientation, as it is the belief that effective partnerships can only be achieved when information is exchanged regularly and in simple terms.
- The Services enrolment and orientation processes are designed to be the beginning of the partnership. Parents are asked to provide as much information as possible about their child and their family background e.g., cultural, religious and food preferences, and are provided with detailed verbal and written information about the Service and its practices. Refer to the Services Enrolment and Orientation Policy.
- During enrolment and orientation, parents are asked about their preferred way of receiving information from the Service and how best for them to communicate with the Service.
- The Service uses many avenues to exchange information with families. These include: -
 - Face to face conversations
 - Weekly newsletters
 - Communication books
 - Notice boards
 - Parent-educator meetings
 - Suggestion box
 - Surveys and questionnaires
 - Emails
 - Website
- Information about community resources and support agencies in the local community is provided to parents to support parenting and family wellbeing.
- The Service accesses translation services for non-English speaking families.
- The Service uses a wide variety of means for parents to contribute to the program, and document how their contributions have been used in the program. Refer to the Service's Educational Program Policy. The means include: -

- Enrolment Form
 - Communication Books (Room and Individual Child)
 - Family Photo Observation
 - Provision for parent's comments on the Weekly Curriculum Document, Individual Child's Records and Learning Stories
 - Portfolio of Learning and Development Family Contribution
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- Parents are encouraged to raise any concerns they may have about any aspect of the services operations. Refer to the Services Grievance and Complaints Policy.
 - Information about children's wellbeing is routinely communicated to parents e.g. illness or injuries, food and nutrition intake, sleep/rest times, nappy changes.
 - Prior to children being transitioned between groups/rooms, each transition is discussed with parents. Parents are also given a Transition Record that outlines the reasons for the transition occurring. These visits enable children to get to know the educators and children in the new room, and to become familiar with the room's routines. Once parents have signed the Transition Record, the visits will commence.
 - The Services policies and procedures are reviewed annually. Parents are actively encouraged to be part of the review process and to suggest any changes they consider necessary. They are provided with written feedback when their contributions are included.
 - Wherever possible, proposed changes to the services operations are communicated to families some weeks prior to the implementation so that families have an opportunity to comment on and adjust to the change.
 - Information from parents about their child remains confidential. Refer to the Services Privacy and Confidentiality Policy.
 - Families are welcome at the Service at any time. In addition, the Service actively seeks their involvement in its daily activities. Families are encouraged to share aspects of their culture and talents, prepare, deliver, and assist in craft and learning experiences, and assist in the preparation of morning and afternoon teas for special occasions or when available.
 - Educators meet regularly to assess the Services progress towards meeting the requirements of the National Quality Standard, and to work on the necessary supporting documentation. Parents are invited to many of these meetings, and minutes of these meetings are made available to parents who were absent.

Additional safe practices for babies

- To ensure each baby's needs and requirements are fully communicated to educators each day because babies undergo rapid growth and development (e.g. teething), and their responses to certain foods and medications are as yet unknown.
- To accurately communicate information about their baby's last bottle, sleep time, medication etc.

Responsibilities of parents

- To inform the Service of their preferred way to receive information from the Service, and to provide any information about their child and family that supports educators meeting the child's educational and care needs.
- To raise their concerns in a timely manner and to work with the Service to overcome them.
- To contribute information and ideas to the Services Quality Improvement Plan wherever possible.
- To complete surveys and questionnaires wherever possible.

Procedures and forms

- Family and Community Participation Register
- Transition Record

Links to other policies

- Educational Program Policy
- Enrolment and Orientation Policy
- Grievance and Complaints Policy
- Nutrition, Food and Beverages Policy
- Professionalism and Ethics Policy

Links Education and Care Services National Regulations 2011, National Quality Standard 2011

Regs	157	Access for parents
QA	1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program
	1.3.3	Families are informed about the program and their child's progress
	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
	6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions
	6.1.2	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing
	6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing
	6.2.3	The service builds relationships and engages with its community
	7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service
	7.2.1	There is an effective self-assessment and quality improvement process in place

Sources

- Early Years Learning Framework Version 2.0 (2022), ACECQA
- Education and Care Services National Regulations (current version as of 2025)
- Guide to the National Quality Framework – 2024 Edition, ACECQA
- ACECQA- acecqa.gov.au accessed 26 June 2025

Further reading and useful websites

- Building partnerships with families. - ACECQA.
<https://www.acecqa.gov.au/resources/supporting-materials/qa6-building-partnerships-with-families> accessed 26 June 2025
- ACECQA. (2018). *Families Qualitative Research Project (Hall & Partners Research)*
<https://www.acecqa.gov.au/media/33136> accessed 26 June 2025
- ACECQA Newsletter Issue 4 2015 <https://www.acecqa.gov.au/newsletters/acecqa-newsletter-issue-4-2015> accessed 26 June 2025

Policy review

The Service encourages staff and parents to be actively involved in the annual review of each of its policies and procedures. In addition, the Service will accommodate any new legislative changes as they occur and any issues identified as part the Service's commitment to quality improvement. The Service consults with relevant recognised authorities as part of the annual review to ensure the policy contents are consistent with current research and contemporary views on best practice.

Version Control

Version	Date Reviewed	Approved By	Comments/Amendments	Next Review Date
1	8 January 2018	Kaylene Harper	Updated to changed NQF requirements 1 February 2018.	January 2019
2	4 February 2019	Kaylene Harper	Policy reviewed. Sources and further readings accessed and updated.	February 2020
3	30 January 2020	Kaylene Harper	Policy reviewed. Sources and further readings accessed and updated.	January 2021
4	14 October 2020	Kaylene Harper	Policy reviewed. Sources and further readings accessed.	October 2021
5	21 October 2021	Kaylene Harper	Policy reviewed	September 2022
6	0 September 2022	Linda Hollard	Policy reviewed Accessed sources and further readings added	September 2023
7	23 August 2023	Grace McKinstry	Policy reviewed. Sources and further readings accessed.	August 2024
8	9 July 2024	Tiffany Boeske	Reviewed policy Accessed sources	July 2025
9	26 June 2025	Gen Mahaki	Reviewed policy. Updated sources and further reading sections.	June 2026