

Integration of the Victorian Child Safe Standards and VEYLDF into Daily Practice

At **St. Catherine's Early Education Centre**, the integration of the **Victorian Child Safe Standards** and the **Victorian Early Years Learning and Development Framework (VEYLDF)** is embedded across all aspects of our service—informing our **daily practices, curriculum design, educator decision-making, and family partnerships**. This ensures a **consistent, holistic approach to child safety, wellbeing, and learning**.

1. Embedded in Daily Practice and Culture

Child safety is not treated as a separate compliance requirement but as a **core element of our everyday pedagogy and interactions**.

- Educators actively model **safe, respectful, and responsive relationships**, aligning with:
 - **Child Safe Standard 1 & 2** (culturally safe environments and child empowerment)
 - **VEYLDF Practice Principles** (secure, respectful relationships; equity and diversity)
- Children are supported to:
 - Express their feelings, preferences, and boundaries
 - Develop confidence to speak up through **intentional teaching and responsive interactions**
 - Engage in **protective behaviours** (e.g., understanding safe/unsafe situations)
- Daily routines (mealtimes, rest, toileting, transitions) are approached as:
 - Opportunities to uphold **dignity, privacy, and agency**
 - Moments for **intentional conversations about safety, consent, and wellbeing**

2. Curriculum Integration (Planning & Programming)

Our curriculum intentionally reflects both frameworks through **planned and spontaneous learning experiences**.

- Planning is guided by:
 - **VEYLDF Outcomes (1–5)**, particularly:
 - Outcome 1: Identity (children feel safe, secure, supported)
 - Outcome 3: Wellbeing (children take increasing responsibility for their health and safety)
- Educators embed child safety through:
 - Group discussions, stories, and role play around **emotions, relationships, and help-seeking**
 - Use of **visual supports, social stories, and inclusive resources** to reinforce safety concepts
 - Critical reflection on children's voice and participation (linking to **Child Safe Standard 3**)
- Documentation (observations, learning stories, reflections) demonstrates:
 - How **child safety and wellbeing are intentionally planned for and evaluated**
 - Links between **learning outcomes and protective behaviours**

3. Child Voice, Participation and Empowerment

Children are recognised as **active participants in their own safety and learning**.

- We create structured opportunities for children to:
 - Contribute to **group discussions and decision-making**
 - Share ideas about rules, routines, and safe environments
 - Provide feedback through **age-appropriate methods** (e.g., conversations, visual prompts)
- Practices reflect:

- **Child Safe Standard 3 (Child Empowerment)**
- VEYLDF emphasis on **agency and voice**
- Educators intentionally scaffold:
 - Emotional literacy
 - Assertiveness
 - Help-seeking behaviours

4. Safe Environments and Risk Management

Our physical and organisational environments are designed to **proactively minimise risks and support safe exploration.**

- Daily practices include:
 - Active supervision and **dynamic risk assessments**
 - Ongoing hazard identification and mitigation processes
 - Clear expectations around **professional boundaries and supervision practices**
- These align with:
 - **Child Safe Standards 5 & 6** (risk management and complaints processes)
 - **NQS QA2 & QA3**

5. Educator Capability and Professional Practice

Our educators are supported to consistently implement both frameworks through:

- **Induction and ongoing professional learning:**
 - Child Safe Standards
 - Mandatory reporting
 - Protective behaviours and child safety awareness
- Regular:
 - Team meetings

- Reflective practice sessions
- Performance appraisals linked to child safety expectations
- This ensures:
 - A shared understanding of responsibilities (**Child Safe Standard 7**)
 - Consistency in how safety and learning are embedded across all rooms

6. Family Partnerships and Community Engagement

We work in partnership with families to ensure a **shared and transparent approach to child safety and learning**.

- Families are informed and engaged through:
 - Orientation processes outlining our **Child Safe commitment and practices**
 - Policies and procedures accessible and regularly reviewed
 - Ongoing communication (newsletters, meetings, informal conversations)
- We actively invite:
 - Family input into curriculum and centre practices
 - Participation in **policy review and feedback processes**
- This aligns with:
 - **Child Safe Standard 1 & 4** (culturally safe environments and family engagement)
 - **NQS QA6** (Collaborative partnerships with families and communities)

7. Governance, Systems and Continuous Improvement

Our governance structures ensure that both frameworks are:

- **Systematically embedded and monitored** through:
 - Policy frameworks aligned to Victorian Child Safe Standards
 - Quality Improvement Plan (QIP) priorities

- Incident reporting, analysis, and continuous improvement processes
- Regular reviews ensure:
 - Practices remain current with legislation and best practice
 - Data is used to inform improvements in child safety and wellbeing

Summary Statement

At St. Catherine's, the Victorian Child Safe Standards and VEYLDF are **not implemented in isolation**—they are **interwoven into our philosophy, pedagogy, and daily practice**.

This integrated approach ensures that:

- Children experience **safe, inclusive, and empowering environments**
- Educators deliver **intentional, reflective, and consistent practice**
- Families are engaged as **partners in safety and learning**

Ultimately, this creates a **strong, cohesive culture where child safety, wellbeing, and learning are inseparable**.