



**Agnes Goode
Kindergarten
Quality Improvement
Plan 2016**



DRAFT

DRAFT

Service details

Service name	Service approval number
Agnes Goode Kindergarten	
Primary contact at service	
Katherine Wiseman (Director)	
Physical location of service	Physical location contact details
Street: 7 Cornish st Suburb: Stepney State/territory: South Australia Postcode: 5069	Telephone: (08) 8362 3163 Mobile: Fax: 8362 7657 Email: Katherine.Wiseman342@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: DECD Telephone: Mobile: Fax: Email:	Name: Katherine Wiseman Telephone:8362 3163 Mobile: 0458 701 370 Fax: 8362 7657 Email: Katherine.Wiseman342@schools.sa.edu.au
Postal address (if different to physical location of service)	Certified Supervisors
Street: Suburb: State/territory: Postcode:	Amanda Hogarth Rebecca Evans Annabel Warren

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided.

For centre-based services, this does not include non-contact hours for staff. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

For family day care services or multi-site services, please provide the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8:45	8:45	8:45	8:45	8:45		
Closing time	15:30	15:30	15:30	15:30	15:30		

Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

Parking is available off site, in Cornish st and in an additional carpark in the adjacent Linde Reserve.

We have an integrated Occasional Care programme, operating 5 sessions across the week.

We have a number of students attending with English as a second language, and a number of students with more complex needs.

How are the children grouped at your service?

We have two groups of children attending across the week – full days *Monday/Tuesday* and *Wednesday/Thursday*, plus each group attends one half day, alternate Fridays. There are approximately 30 -35 children per session. Attendance is high and stable. The daily routine is flexible, enabling a responsive curriculum, providing a mix of teacher directed and child directed times, quiet and active experiences, and indoor and outdoor learning opportunities. Our staffing arrangements meet child staff ratios, while also being tailored to match the targeted support required for more complex individual needs eg through the bilingual support program, the preschool support program and Early Childhood Support Services.

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.

Service statement of philosophy

At Agnes Goode we believe in excellence in education and care, and that every child should achieve their potential.

“ ...our image of the child is rich in potential, strong, powerful, competent, and most of all, connected to adults and other children

(Malaguzzi, Reflect, Respect, Relate, 2008)

We believe –

CHILDREN

- learn best in a play based learning environment (exploratory, sensory, physical, social, pretend and symbolic), actively constructing understanding of their world
- when they are engaged, intrinsically motivated, secure, empowered, confident, and have a ‘voice’
- need opportunities for exploration, experimentation, problem solving, repetition and refinement of skills and concepts
- learn best through ‘doing’, with enough time and space to fully engage in the learning opportunities
- should be supported in building positive relationships with the staff and their peers
- require a broad range of learning experiences, where learning is supported by high quality, informed & engaged educators
- grow with a sense of connection, belonging and being, part of an active, inclusive learning community

FAMILIES

- are children's first and primary educators
- should feel welcomed, valued, respected, informed, and supported
- require regular, accessible communication, through a variety of mediums ,regarding their children's learning
- will be provided opportunities to be supported in their role as parents
- are encouraged to be actively and authentically involved in the kindergarten program

EDUCATORS

- should extend and enrich children's experiences lifelong love of learning and a sense of wonder
- provide experiences that relate to children's culture and background and aim to develop cultural understanding in all children
- provide a safe, inviting, stimulating, nurturing, inspiring learning environment
- support strong transitions
- ensure families are informed and engaged in their child's learning journey
- support children's learning (physical, social, emotional, intellectual) and active engagement
- must be positive, professional, welcoming, inclusive and aspirational
- are continually reflecting on their pedagogy and practice, as lifelong learners
- focus on building strong connections and relationships
- provide a program that is well planned, documented, evaluated, responsive, relevant and meaningful
- support children in developing positive **dispositions** that help them to learn as **powerful learners** – now and into the future – curiosity, persistence, enthusiasm, investing and managing energy, problem solving, resourcefulness, flexibility, collaboration, reflection, confidence, resilience, empathy

Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	
	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.
	Element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
	Element 1.1.4	The documentation about each child's program and progress is available to families.
	Element 1.1.5	Every child is supported to participate in the program.
	Element 1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.
Standard 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
	Element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	Element 1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
	Element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

Quality Area 1: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
1.1	section 168	Offence relating to required programs
1.1	section 323	Approved learning framework
1.1	regulation 73	Educational programs
1.1	regulation 75	Information about the educational program to be kept available
1.1	regulation 76	Information about educational program to be given to parents
1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program

Quality Improvement Plan for QA1

Summary of strengths for QA1

Strengths	<p>Our Philosophy Statement (regularly reviewed and reflected upon with staff, families and the wider community) guides our every day practices and pedagogy.</p> <p>Programming is based on the Early Years Learning Framework, (EYLF), and the children’s interests, needs, wonderings and ideas.</p> <p>A clear cycle of planning is evident and engaged in – collecting of evidence; questioning and analysis; planning, co-designing, multiple voices; act/ do, re-launching of questions; reflection/ review. We are making learning increasingly ‘visible’.</p> <p>We collaboratively plan termly, fortnightly, and individually, whilst allowing opportunities for spontaneous learning, and ‘teachable moments’.</p> <p>Lots of information, displays and digital images of the 5 Learning Outcomes are shared.</p> <p>Our play- based, engaging, inclusive curriculum supports children’s well-being, belonging, and a sense of wonder.</p> <p>Our environment and planning is representative and respectful of our broad community.</p> <p>We have a variety of methods to actively gather feedback, input and information about every child, including child profiles, family surveys, family feedback on mid year updates, statements of learning and specific learning experiences. This informs our planning, incorporating ‘multiple voice’ and the use of bilingual support staff enables authentic input from non- English speaking families to be heard.</p> <p>Children’s voice is actively sought and creatively incorporated into planning. The development of Inquiry Questions & Inquiry Projects provides a framework for our learning.</p> <p>Digital images are used to capture learning, as part of documentation eg through learning stories, to record children’s voice, as part of numeracy and literacy displays etc. Educators work collaboratively across the age group of 0-5, when planning, managing space, time and resources, so experiences are developmentally appropriate, engaging, stimulating, safe, open ended, and providing multiple points for entry and success.</p>
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Children are actively involved in making choices and decision making, eg around resource selection, use of spaces, current and future planning. The 2016 focus on increasing our understanding of & engagement in *Sustainable practices* is reflected in the learning environment. Our daily routine is a guide to the rhythm of the day, whilst allowing flexibility for emergent learning opportunities and extended periods of uninterrupted play. Staff work and plan collaboratively across our whole group of children, and have their own focus children, across the year, to provide opportunities for building of relationships, continuity and connection. Learning Folders for each child are systematically developed across their year at kindergarten, as a reflection of every child's learning journey throughout their preschool time. We gather a range of data, which informs our practice. We draw on a range of assessment tools to gather information about children's numeracy and literacy, competencies, engagement and dispositions. We develop differentiated individual learning plans. Staffs are involved in ongoing professional development, linked to personal, professional, local site, broader Partnership goals, and in response to building our specific skills and capacity to support our current children. Multiple professional learning communities are well established, across early years sites, partnerships, and levels of schooling. (eg focusing on STEM, Transition, Teacher's Hub) We have an ongoing joint STEM based Inquiry across a group of 5 early years sites. We have organised and facilitated shared closure days for professional learning across our group of 5 early years' sites, focusing on Quality Area 1. We have an ongoing focus on enhancing Transition and recently developed a Transition dvd and DECD "webisode" (available on the DECD website), with our staff team and local schools, kindergarten and Occasional Care families. This process of critical reflection and de-privatising of our practice has produced a valuable resource we share regularly with students, families, and our school colleagues. We have an ongoing focus on 'Nature Play' and utilising the potential learning opportunities in the outdoor environment (social, emotional, numeracy, literacy, science, language, sense of belonging and connection). We have actively engaged children, families and the wider community in our exciting outdoor development project.

Key improvements sought for QA1

Standard/element 1.1.2	
Identified issue	
Standard/element 1.1.1	
Identified issue	
Standard/element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
Identified issue	How can we provide evidence of each child's learning in our planning cycle, documentation and evaluation?
Standard/element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.
Identified issue	How can we improve documentation of our critical reflection processes, as part of our planning cycle?

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Standard/element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	H	Planning Cycle visible Develop tools & system to capture evidence of every child on planning cycle Teachers Hub – agenda Use of Inquiry Questions	Evidence of every child's learning & dev. being assessed on planning cycle	Begin T1 Complete T4	
Standard/element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	H	Increase documentation (minutes, notes, audio) of critical reflection discussions & include in planning folder for reference during planning sessions	Authentic documentation of critical reflection & review in planning folder (informing planning) Staff, families children's voice	Begin Term 1 ongoing	



Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

Standard 2.1	Each child's health is promoted.	
	Element 2.1.1	Each child's health needs are supported.
	Element 2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.
	Element 2.1.3	Effective hygiene practices are promoted and implemented.
	Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
Standard 2.2	Healthy eating and physical activity are embedded in the program for children.	
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
Standard 2.3	Each child is protected.	
	Element 2.3.1	Children are adequately supervised at all times.
	Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
	Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.



Quality Area 2: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.3.1, 2.3.2	section 165	Offence to inadequately supervise children
2.3.2	section 167	Offence relating to protection of children from harm and hazards
2.1.3, 2.1.4, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.2.1	regulation 78	Food and beverages
2.2.1	regulation 79	Service providing food and beverages
2.2.1	regulation 80	Weekly menu
2.1.2	regulation 81	Sleep and rest
2.3.2	regulation 82	Tobacco, drug and alcohol free environment
2.3.2	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.3.4	regulation 84	Awareness of child protection law
2.1.4, 2.3.3, 2.3.4	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.4, 2.3.3, 2.3.4	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.4, 2.3.3, 2.3.4	regulation 87	Incident, injury, trauma and illness record
2.1.4	regulation 88	Infectious diseases
2.1.4	regulation 89	First aid kits



Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.4, 2.3.2	regulation 90	Medical conditions policy
2.1.1, 2.1.4, 2.3.2	regulation 91	Medical conditions policy to be provided to parents
2.1.1, 2.1.4	regulation 92	Medication record
2.1.1, 2.1.4	regulation 93	Administration of medication
2.1.1, 2.1.4	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.1, 2.1.4	regulation 95	Procedure for administration of medication
2.1.1, 2.1.4	regulation 96	Self-administration of medication
2.3.3	regulation 97	Emergency and evacuation procedures
2.3.3	regulation 98	Telephone or other communication equipment
2.3.2	regulation 99	Children leaving the education and care premises
2.3.1, 2.3.2	regulation 100	Risk assessment must be conducted before excursion
2.3.1, 2.3.2	regulation 101	Conduct of risk assessment for excursion
2.3.1, 2.3.2	regulation 102	Authorisation for excursions



	Related requirements	
2.3.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.1.1, 2.3.2, 2.3.3	regulation 161	Authorisations to be kept in enrolment record
2.1.1, 2.1.4, 2.3.2, 2.3.3	regulation 162	Health information to be kept in enrolment record
2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.3	regulation 168	Education and care service must have policies and procedures
2.1.3, 2.2.1, 2.3	regulation 168(2)(a)	Policies and procedures are required in relation to health and safety, including matters relating to: (i) nutrition, food and beverages, dietary requirements; and (ii) sun protection; and (iii) water safety, including safety during any water based activities; and (iv) the administration of first aid
2.1.4, 2.3.3	regulation 168(2)(b)	Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with regulation 85
2.1.4	regulation 168(2)(c)	Policies and procedures are required in relation to dealing with infectious diseases, including procedures complying with regulation 88
2.1.1, 2.3.3	regulation 168(2)(d)	Policies and procedures are required in relation to dealing with medical conditions in children, including the matters set out in regulation 90
2.3.3	regulation 168(2)(e)	Policies and procedures are required in relation to emergency and evacuation, including the matters set out in regulation 97
2.3.2	regulation 168(2)(g)	Policies and procedures are required in relation to excursions, including procedures complying with regulations 100 -102
2.3	regulation 168(2)(h)	Policies and procedures are required in relation to providing a child-safe environment

2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 177	Prescribed enrolment and other documents to be kept by approved provider: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92
2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92

Quality Improvement Plan for Q2

Summary of strengths for QA2

Strengths	<p>Individual Health information is carefully gathered as part of the enrolment process then systematically managed. Information regarding medical and health management is included in our Orientation and Information sessions, 6 months prior to kindergarten, then throughout transition into kindergarten. Procedures are regularly reviewed, including as part of induction of new or relief staff. TRTs, volunteers, and students are shown the plans and photos to identify children with health risk. Detailed up to date information, documentation and required forms are stored in the allocated, accessible to staff, inaccessible to children area in the kitchen. Individually labelled boxes (photo attached) are allocated to each child, with copies of current action plans and medication authorities. Information is shared and updated as necessary at staff meetings. All educators are aware of Health Care Plans for individual children. Children's medical products i.e. Epi pens and inhalers are kept in the individual containers, and use by dates are checked each term. A fully stocked, portable First Aid Kit containing the children's health care plans and medicine is storage in the kitchen, taken on excursions, and used during evacuations. First Aid kits are updated termly; supplies and use by dates are checked, ensuring compliance. Injuries and accidents are documented and parents are informed both verbally and given a copy of the accident report. Duplicate accident reports are kept on site. Injury Reports are completed by staff as required and staff will phone families to check on the progress and health of the child. If a child has any type of head injury while attending preschool, families are notified immediately.</p> <p>Professional Development that is linked to health care provision is planned systematically. Advanced First Aid, Asthma, and Anaphylaxis Training are carried out every 3 Years. Agnes Goode Kindergarten organised a closure day in 2015, for multiple site staff teams, ensuring all staff could access training to support children and meet NQS. All staff has current First Aid certificates.</p> <p>Daily routines incorporate rest and relaxation time, snack times, hand-washing routines, and encourage drinking water. We encourage parents/caregivers to supply healthy snacks and lunches that comply with the DECD Healthy Eating Guidelines. Active and quiet playtime is balanced throughout the day, and we support children in building their skills to regulate their energy levels across the two full days.</p> <p>The Preschool Healthy Eating Policy is sent out to parents and the preschool displays 'Nut Aware' posters and discourages nut products. Families are encouraged to supply healthy food choices to children and are asked to bring water only to the preschool to drink. Staff actively encourage the children to keep hydrated throughout the day. Links for families on healthy eating (eg Nutrition SA) are displayed on our Facebook page. Parent information sessions by nutritionists on healthy eating are booked for families on 2016. Information on healthy food choices is displayed in the kitchen, parent information area, displays, in newsletters and throughout the preschool. We draw on a wide range of resources, posters, jigsaws and games promoting healthy eating include a variety of foods from around the world, to ensure the information</p>
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is accessible, relevant and inclusive to all of our families. Staff model healthy eating. Bilingual support staff works with families who have English as a second language, including with resources, translation of written material and recipes, to ensure information is shared effectively and inclusively. We run a term long, comprehensive, Healthy Eating program "Eat A Rainbow" which has received very positive feedback from families and our wider community.

.The Sun Smart Policy is implemented and reviewed regularly. Hats are worn and sunscreen is provided and applied after lunch daily. Children are taught skills to manage this process independently, with 'sunscreen stations' and mirrors. Clean spare hats are available if children forget their hat. Spare hats are sent home for washing with a rostered parent weekly. With extreme temperatures, the children must play indoors, or under shade. Parents are asked to apply sunscreen before preschool.

Transmitted diseases or health issues are recorded in the Staff Communication Book, parents are notified by a sign outside, as well as through the kindergarten Facebook site and families are provided with relevant health information.

Social Learning is incorporated into the preschool curriculum. Children are taught strategies to deal with unsafe or uncomfortable situations. The Child Protection Curriculum is implemented across four terms of the year, with all areas systematically covered, including parent information and resources. Children are taught to recognise emotions and warning signs when a situation feels uncomfortable and are taught to speak to a number of trusted adults if this occurs. Children are taught strategies in keeping safe throughout the year and risk assessments are done with the children on outdoor areas, before excursions etc. Educators are aware of the requirements of mandatory notification. All educators have complete and are up to date with RAN training.

WHS safety audits are completed biannually, with risks identified strategies to address risk determined and actioned. DECD Facilities are inspected systematically as part of the Preventative and Programmed Maintenance program. All information is recorded in the DECD Workers Health and Safety System. Staff are trained to report any unsafe areas in the preschool and record accidents that occur. This is recorded by Staff complete daily inspections of the kindergarten indoor and outdoor area before children arrive. Electrical testing and asbestos checks are carried out annually.

Explicit teaching of the health curriculum takes place throughout the year. Children are involved in Risk Assessments, they are explicitly taught hand washing and other strategies to spread infection, and healthy eating is promoted. The children have developed a large vegetable and herb garden area, which is the source for much learning and cooking.

Evacuation and Invacuation Procedures take place twice every term, with review & modifications to improve management.

We maintain our appropriate child staff ratio, in both the kindergarten and Occasional Care program. Supervision and monitoring of safe use of outdoor and indoor equipment is established. Children are encouraged to access inside and outside learning opportunities throughout the day. Physical activity is extended through incursions such as the foundation skill building Little Athletics program...

We have a regular schedule of resource and equipment cleaning. The bathroom areas are checked and cleaned at lunch time, as part of a daily schedule. We have nappy and change facilities available as required and changing procedures in place, including detailed record keeping.

Children provide their lunches daily and adhere to a clear routine to minimise risk. Parent Information regarding food handling, health, safety and hygiene are shared as part of the Orientation and Information, and throughout the year. We review our processes regularly and utilise bilingual staff, including written translations, to ensure being culturally inclusive. Safe food handling practices are in place.

The site has a risk management process in place as part of our purchasing policy.

DECD Guidelines for Protective Practices in Interactions with Children and Young People has been discussed as part of our yearly site agreements reflection.

Hands free soap dispensers, and paper hand towels minimise contamination. Children are taught specific health and hygiene strategies to minimise the spread of infection.

Key improvements sought for QA2

Standard/element 2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Identified issue	How can we support children to manage their energy levels (and wellbeing) across the day? (self-regulation, relaxation – indoor/ outdoor)
Standard/element 2.3.1	Children are adequately supervised at all times
Identified issue	How can we improve our ability to supervise outdoors (reduce 'blind spots' around corners, side of building?)



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Improvement Plan

Standard/ element	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	All children's needs of rest and relaxation are catered for.	H	Review existing rest & relaxation provision, identifying opportunities for improvement – outdoor relaxation, incorporate Yoga into midday, and small group times, display digital images of relaxation strategies/ resources/ processes for chin - visual prompts	Children's varying rest & relaxation needs are catered for through a broad range of strategies – children are actively engaged participants across the full day	Term 1 ongoing	

Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

Standard 3.1	The design and location of the premises is appropriate for the operation of a service.	
	Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
	Element 3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	
	Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
	Element 3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.
Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	
	Element 3.3.1	Sustainable practices are embedded in service operations.
	Element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

Quality Area 3: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)
3.1.2	regulation 103 Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104 Fencing and security
3.2.2	regulation 105 Furniture, materials and equipment
3.1.1	regulation 106 Laundry and hygiene facilities
3.1.1	regulation 107 Space requirements—indoor
3.1.1	regulation 108 Space requirements—outdoor space
3.1.1	regulation 109 Toilet and hygiene facilities
3.1.1	regulation 110 Ventilation and natural light
3.1.1	regulation 111 Administrative space
3.1.1	regulation 112 Nappy change facilities
3.2.1	regulation 113 Outdoor space—natural environment
3.1.1	regulation 114 Outdoor space—shade
3.1.3	regulation 115 Premises designed to facilitate supervision
3.1.2	regulation 116 Assessments of family day care residences and approved family day care venues
3.1.1	regulation 117 Glass (additional requirement for family day care)

	Related requirements
	Part 3 of the National Law: Service Approval
regulation 25	Additional information about proposed education and care service premises
Regulations 41-45	Service waiver and temporary waiver

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths	
	<p>The indoor and outdoor environments of the preschool provide a spacious, stimulating environment for the children, and interesting learning experiences for children to explore and engage with. Sustainable practices are being explored and implemented eg reduce, reuse recycle, with staff drawing on community resources to further inform and support our practices eg Linde Community Garden, National Resource Management, Nature Play SA.. We have a focus on the redevelopment of the outdoor area, with the emphasis on community engagement, building capacity and ownership in the process. (See plans)</p> <p>The environment is kept safe, clean and well maintained. We have a range of cleaning and maintenance schedules (building, equipment) to ensure compliance. Safety checks are systematically and regularly completed. Our WHS is carefully and thoroughly managed, with staff completing a range of training and linked in to a broader WHS support network.</p> <p>Large shade areas are provided by trees and shade cloth over the sandpit and outdoor platform and much of the lawn area.</p> <p>The outdoor area is large and flexible to provide for imaginative play, exploration of nature, and improve confidence and gross motor skills. A variety of man-made and natural spaces are available for play, including a watercourse incorporated in the sandpit and spaces to climb, run, explore and investigate. Children are encouraged to access both indoor and outdoor spaces and have choices about where they play and learn.</p> <p>Natural resources, such as logs, tree stumps, and pebbles have been added to stimulate play and promote a natural play area.</p> <p>Garden areas have been established and are maintained by staff, children and parents. This includes vegetable/herb gardens (with plans for an Indigenous garden area, include local bush foods) and an 'enchanted garden' area, which the children are actively involved in designing and creating.</p> <p>Children are involved in helping setting up the outdoor environment, supported by educators ensuring the environment is reflective of their needs and interests and provides opportunities for noise and movement but also space for quiet solitude and reflection.</p> <p>We have a large, shaded sandpit with a running watercourse. We constantly change the outdoor spaces to add interest and challenge and stimulate the children, while facilitating the inclusion</p> <p>Staff are constantly reviewing the engagement of children in the outdoor area learning and incorporating that into the planning cycle.</p> <p>We provide both fixed and moveable equipment to set up different gross motor experiences as well as balls, water play, imaginative play</p>

areas. We work hard to ensure areas are accessible to children of all abilities, from 0-5 years, incorporating our Occasional Care children and providing learning space that is inspiring, safe, challenging, and developmentally appropriate. As part of our ongoing critical review and improvement process, we identified the need for additional display areas to enable the 'increased visibility' of children's learning, re-design of the 'entry' information area for families, and community information, and the development of displays in the outdoor area highlighting children's learning are underway. An Acoustic Ceiling was successfully applied for and Air conditioning has been reviewed and upgraded. Due to recent significant storm damage, our shade facilities are currently being replaced.

Standard/element 3.1	
Identified issue	How can we make learning increasingly visible in the outdoor learning space?
Standard/element 3.1	The design and location of the premises is appropriate for the operation of a service
Identified issue	How can we improve our use of limited internal storage space? (store room, relocation, new shelving)
Standard/element	
Standard/element 3.1.3	Sustainable practices are embedded in service provisions
Identified issue	Increase our knowledge of sustainable practices & strategies to share with children and families

Standard/element 3.1.3	Premises designed to facilitate supervision.
Identified issue	We are unable to observe children at all times in the two 'L' shaped areas of our yard.

Key improvements sought for QA3

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Standard/element 3.1.3	Sustainable practices are embedded in service provisions	H	Build staff capacity and knowledge base re sustainable practices, draw on resources NRM Education, local community, council, research on sustainability in early years	Sustainable practices are embedded in service provisions Outdoor redevelopment is reflective of sustainable practices – recycled natural materials, biodiversity, water management, composting	Begin Term 1 ongoing	
3.1.3 We are unable to observe children at all times in the two 'L' shaped areas of our yard.	Children will be adequately supervised at all times.	H	Install safety mirrors, enclose & secure area behind shed. (safety Hub)	Educators will feel confident that children are adequately supervised at all times.	Begin term 1 ongoing	Sourced, purchased

Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

Quality Area 4: Standards and elements

Standard 4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.	
	Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.	
	Element 4.2.1	Professional standards guide practice, interactions and relationships.
	Element 4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
	Element 4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

Quality Area 4: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulation 169	Offence relating to staffing arrangements
4.1	regulation 118	Educational leader
4.1	regulations 119–120	Age and supervision requirements
4.1	regulations 121–124	Minimum number of educators required

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulations 125–128	Educational qualifications for educators
4.1	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1	regulations 137–143	Approval and determination of qualifications
4.1	regulation 144	Family day care educator assistant
4.1	regulations 145–15	Staff and educator records—centre-based services
4.1	regulation 153	Register of family day care educators
4.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
	Related requirements	
4.1	section 161	Offence to operate education and care service without nominated supervisor
4.1	section 162	Offence to operate education and care service unless responsible person is present
4.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1	regulations 46–54	Supervisor certificates
4.2	regulation 55	Quality improvement plans
4.1	regulation 168(2)(i)	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.

Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths

Staffing arrangements enhance children's learning & development and ensure their safety & wellbeing. Staff are committed, professional, engaged, highly motivated, experienced and committed to their ongoing professional development.

We ensure the required number of educators are in place at all times, for kindergarten and Occasional Care, meeting (often exceeding) national child: staff ratio requirements and qualification requirements. All educators meet legal requirements and have up to date First Aid, RAN and Supervisor Certificates. All educators meet qualification requirements. Director's qualifications include Diploma of Teaching (ECE), Bachelor of Education (ECE), Bachelor of Education (Adult Education & Training), TESOL, and Master of Education (ECE).

The sense of connection, ownership and engagement is high, with all educators actively contributing to the development and review of our QIP, our Philosophy Statement, policies, curriculum, and ongoing training and development. This occurs through ongoing review and critical reflection, staff meetings, individual and group processes, closure days, and targeted professional development. The preschool's philosophy and practice is developed with and inclusive of, all families. Our planning, pedagogical practice and staffing arrangements ensures that children with more complex needs, or from with English as a second language and a variety of cultural backgrounds are supported and provided for within the educational program.

Taking a multidisciplinary approach, we work closely with a range of allied health professionals, as well as accessing Early Childhood support services, to develop individualised learning programs for children with more complex needs eg around language, behaviour, sensory processing, developmental delay. Bilingual support educators are employed to focus on the specific needs of the individual child, supporting the maintenance of the home language, while building capacity and understanding in English. We currently employ two bilingual staff, who speak a total of 8 different languages, in addition to English.

Critical reflection (individually, professionally and as part of a team) is valued and supported. Professional development for all educators is planned, focusing on individual needs, incorporating site, Partnership and broader state wide DECD goals. Both teachers/ lead educators have been successful in gaining recognition through the "advanced skills application process" (Step 9). This involves ongoing critical reflection and professional development, in addition to an annual review process of identifying achievements and professional goal setting.

All educators are actively engaged in quality improvement planning, reflective practice and staff meetings. After review we have re-adjusted our weekly timetable to ensure increased "non-contact" time, enabling extended periods for staff critical reflection, professional development and shared planning and staff meeting time.

A broad range of effective communication practices include staff meetings, staff communication books, staff communication trays, group & individual email, phone, staff noticeboards, displays, Term Calendars. Professional learning communities are established (eg Teachers Hubs, STEM, Transition) with effective communication methods support professional collaboration eg use of group email lists, shared agendas, effective documentation, use of Learnlink (DECD) (DECD) for 'groups' posting agendas, minutes, shared documents. Educators share information, reflect on their practice, and collaborate to plan and implement the curriculum for the children. Our ongoing learning environment is supportive, respectful, engaging and inclusive.

We have developed effective an Induction Program for new educators that is implemented consistently and reviewed annually. Staff are aware of professional standards and expectations, and the principles and practices of EYLF which guide our teaching and interactions with others. Educators work collaboratively as part of a team of educators. All staff have a close, professional, working relationship, celebrate success, and see staff wellbeing and psychological health as paramount.

Staff are accessible to the children, families and each other, with a strong focus on relationship building. Staff photos' are displayed and staffs is available for formal or informal interactions with families, focusing on establishing a strong sense of 'connection' and 'belonging'.

Strong transition programs draw on ongoing established links with local feeder schools. Staff have ongoing connections with UniSA, Flinders University, and TAFE, providing practicum placements and mentoring to support the professional development of pre-service teachers and students studying Certificate 3. Staffs are currently supporting a new graduate teacher, through work shadowing, mentoring and professional development focusing on providing evidence to substantiate meeting achievement of Australian Professional Standards, proficiency, to enable progression from Provisional to Full Teacher registration.

Key improvements sought for QA4

Standard/element 4.2.1	Professional Standards guide practice, interactions and relationships
Identified issue	How can we improve our pedagogy through implementation of the new DECD Performance Development Plan?
Standard/element 4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills
Identified issue	How can we build our professional opportunities & capacity through professional learning communities? (PCLs – EY teachers, Transition, STEM shared enquiry)
Standard/element [number]	

Identified issue	
Standard/element [number]	
Identified issue	



Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

Standard 5.1	Respectful and equitable relationships are developed and maintained with each child.	
	Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
	Element 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	Element 5.1.3	Each child is supported to feel secure, confident and included.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
	Element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
	Element 5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
	Element 5.2.3	The dignity and the rights of every child are maintained at all times.



Quality Area 5: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
5.2	section 166	Offence to use inappropriate discipline
5.1, 5.2	regulation 155	Interactions with children
5.2	regulation 156	Relationships in groups
	Related requirements	
5.1, 5.2	regulation 73	Educational program
5.1, 5.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1, 5.2	regulation 162(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156



Quality Improvement Plan for QA5

Summary of strengths for QA5

Strengths

Positive, respectful, relationships are of the utmost importance to us and are crucial in providing a sense of belonging and wellbeing for each child. Educator's interactions are warm, responsive and build trusting relationships that promote children's sense of security, belonging and leadership. We provide an inclusive, safe and caring environment and cater for the needs and interests of the children we work with. Children are involved in decision making, risk assessments, choosing activities and presenting ideas for activities. We assess children's progress and development and make observations of the children's interests and needs through photos, written observations, seeking and incorporating parent feedback, listening to the child and staff discussions. Educators interact with all children individually, within large and small groups and during one on one discussion. Educators listen and respond to children and provide a balance of adult and child initiated experiences. Educators use open questioning and prompt children to wonder and reflect on their learning and listen to the theories of others. Educators stop and listen and provide 'wait' time for children. Educators foster a "growth mindset" in children and encourage children to develop positive learning dispositions, linking with our whole of Partnership aim of developing **Powerful Learners** and connecting with training, development and staff focus at East Adelaide Primary, one of our main feeder schools. The Educators actively seek knowledge and information from families re their child (Child profiles) which supports our understanding to guide and target planning and support for every child. Learning Stories are developed for each child and for groups of children celebrating their experiences and achievements at preschool. We include a 'What next?' section to extend the child's learning. Learning Statements are written for each child. We aim to include a broad representation of children's and parents' voice in our planning, decision making and documentation of learning. Children are encouraged to support each other through caring, respectful interactions. Educators model respect and use positive language with their interactions with children. Through explicit teaching and incidental learning, we teach the Child Protection Curriculum throughout the year. eg recognising feelings and warning signs and to talk to trusted adults, effective ways to respond to children who are hurting or upsetting them in ways to keep themselves safe. Educators support each child to manage their own behaviour, focus on developing emotional regulation, empathy and understanding of our rights, drawing on 'restorative practices'. Educators model respect, use positive language and respond warmly to children. Our feedback from parents, children, staff and the community is positive and enthusiastic. Parents comment on the welcoming, inclusive environment and are appreciative of the progress they see in their children. Staffs focus on building strong, trusting, responsive & respectful relationships with children to support their learning & wellbeing. Staffs are self-reflective & engaged in ongoing professional learning. The site is guided by our site philosophy, developed collaboratively with staff, families and children. Children are supported through managing transitions (eg visual schedules, predictable daily 'rhythm' & routines, individualised support) and in managing change, to support their wellbeing, independence, level of engagement and sense of agency. Staff use open ended experiences thoughtful communication, and scaffolding, encouraging multiple 'entry points' and opportunities for success. Educators understand and encourage children to communicate their thoughts and ideas both verbally and non-verbally (Hundred Languages of Children – Malaguzzi) and educators practice active listening and documenting of these languages. Bilingual and support educators contribute to each child (and families) feeling of security and support their sense of belonging and inclusion. Play based learning is used to encourage collaboration, communication, risk taking, resilience and problem solving, indoors and outdoors. Children are encouraged to 'stop, think and reflect', building their 'mindfulness' ability to be increasingly self-aware and reflective. Conflict resolution skills are supported the Child Protection Curriculum empowering children with understanding, language, behaviour and



self-protective strategies. Behaviour guidance by staff is consistent, calm, positive and using a learning and developmental lens. Educators model and support children to understand the feelings and rights of others and develop a culture of inclusion. Toileting plan and health care plans, NEPS and individual plans are developed to ensure the dignity and rights of children are maintained.

Key improvements sought for QA5

Standard/element 5.1.3	Each child is supported to feel secure, confident and included
Identified issue	How do we incorporate the voice of every child? What evidence do we have that each child is included in our program?
Standard/element 5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
Identified issue	How can we support the children in self- regulation, effective communication, and managing their own behaviour?
Standard/element 5.2.2	
Identified issue	
Standard/element	
Identified issue	

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.2	Children develop effective strategies to self-regulate, communicate effectively and manage their behaviour	M	<p>Staff will review the effectiveness existing strategies and explore new practices eg 'slow thinking', FLO – Feelings, limits, options, using the RRR wellbeing scale eg re outdoor area design & changes – chn's levels of engagement, behaviour), drawing on training and development.</p> <p>Review 'relaxation' (and self - regulation) strategies, resources, planning - indoor & outdoor</p> <p>Connect with sites involved in 2016 SPLASH language program.</p> <p>Multidisciplinary approach eg Autism SA input</p>	Children feel empowered, safe and supported in self and emotional regulation, utilising a range of effective communication strategies and resources.	Review the effectiveness of techniques termly. Staff T&D in the You Can Do It Program T2 plus AGM guest speaker YCDI for families Term 1, 2016	



Quality Area 6: Collaborative partnerships with families and communities

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

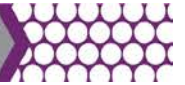
Quality Area 6: Standards and elements

Standard 6.1	Respectful supportive relationships are developed and maintained.	
	Element 6.1.1	There is an effective enrolment and orientation process for families.
	Element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
	Element 6.1.3	Current information about the service is available to families
Standard 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.	
	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
	Element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
Standard 6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.	
	Element 6.3.1	Links with relevant community and support agencies are established and maintained.
	Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	Element 6.3.3	Access to inclusion and support assistance is facilitated.
	Element 6.3.4	The service builds relationships and engages with their local community.

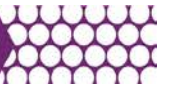


Quality Area 6: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 157	Access for parents
	Related requirements	
6.1, 6.2	section 172	Offence to fail to display prescribed information
6.1, 6.2, 6.3	section 175	Offence relating to requirement to keep enrolment and other documents
6.1, 6.2, 6.3	regulation 73	Educational programs
6.1, 6.2, 6.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1, 6.2, 6.3	regulation 75	Information about the educational program to be kept available
6.1, 6.2, 6.3	regulation 76	Information about educational program to be given to parents
6.1, 6.2, 6.3	regulation 80	Weekly menu
6., 6.2, 6.3	regulation 86	Notification to parents of incident, injury, trauma and illness
6.3	regulation 99	Children leaving the education and care service premises
6.3	regulation 102	Authorisation for excursions
6.1, 6.2, 6.3	regulation 111	Administrative space (centre-based services)
6.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation
6.1, 6.2, 6.3	regulation 171	Policies and procedures to be kept available



Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 172	Notification of change to policies or procedures
6.1, 6.2, 6.3	regulation 173	Prescribed information is to be displayed
6.1	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1, 6.2, 6.3	regulation 181	Confidentiality of records kept by approved provider
6.1, 6.2, 6.3	regulation 182	Confidentiality of records kept by family day care educator
6.1, 6.2, 6.3	regulation 183	Storage of records and other documents



Quality Improvement Plan for QA6

Summary of strengths for QA6

Strengths

Family and Community relationships are extremely important to us and are a strong feature of our preschool. We believe these relationships are crucial to the child's sense of belonging, identity and wellbeing. We have a strong emphasis on Parent and Community Involvement. We include families in preschool events or activities, excursions and programming ideas. Parent feedback is sought and acted upon. Parents share their knowledge and skills with the children and enrolment for families supports the development of relationships and knowledge sharing. Children thrive when educators and families work together for the benefit of the children. The expertise of families is actively sought and valued. Families have the opportunity to share in decision making about their child's learning and wellbeing and to contribute to the service program. Opportunities are provided for each family to meet with educators and discuss their child. Families and community are included in many activities such as shared lunches, cultural events, excursions, gardening, science experiments, art, cooking, sharing information with children and staff about their occupations or areas of interest. We view families and our wider community as an invaluable resource, which we draw on wherever possible. We value and encourage the diversity, skills and cultural backgrounds of our parent community and provide a welcoming inclusive environment. eg reflected in our governing council and embracing of community and cultural celebrations. Harmony Day celebrations etc. as well as input from families as throughout our planning cycle.

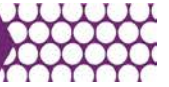
Parent communication is through emails, regular newsletters, information and updates through our Facebook page, the website, displays, phone contact, and ongoing verbal interactions.

We provide a comprehensive enrolment and Orientation process, including Orientation and Information sessions, power point presentation, and individualised transition programs. Informative and practical parent information is emailed to families prior to starting to Single Intake (during the holidays) establishing email connection with families and supporting a sense of belonging and strong transition into the kindergarten.

Our philosophy statement is shared and displayed. Policies, parenting and community information, and our QIP are readily available and accessible to parents. DECD Parent Opinion surveys highlight very positive kindergarten feedback in all areas and staff have developed a range of tools to actively seek and respond to targeted parent feedback throughout the year (eg on programming, decision making, children's learning). Parents are involved in reviewing our QIP eg through governing council, drawing on bilingual staff to ensure parents voice is representative and inclusive of all families, and their suggestions have influenced our practice.

Links with local child care centres, early years sites and schools are strong and well established eg information to support children's learning, transition planning, shared training and development, professional learning communities created, site visits.

DECD Early Childhood Support Services (Special Educator, Speech Therapist, Social Worker, Behaviour Support etc) as well as private providers and interagency support staff are actively involved throughout the year in planning, review and support of staff and children's learning.



Key improvements sought for QA6

Standard/element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing
Identified issue	How can improve the provision of information about community services to our community? (community service directory, accessible to ESL families)
Standard/element 6.3.4	The service builds relationships and engages with their local community.
	How can we draw on our community resources to support the development of our outdoor learning environment? (council grant, NRM, Banner, Bunning, Rotary, Linde Reserve Com Garden, Indigenous education)

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Standard/element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing	M	Build on & update existing community resources – NPSP Council, community development officer Trinity Gardens Bilingual staff, translation of relevant materials & info	Current information is available to families about community services and resources to support parenting and family wellbeing	Term 2 2016 and ongoing updates to ensure information is relevant, meaningful representative & reflective of community needs	

Quality Area 7: Leadership and service management

This quality area of the *National Quality Standard* focuses on effective leadership and management of the service that contributes to quality environments for children’s learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

Quality Area 7: Standards and elements

Standard 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	
	Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
	Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
	Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
Standard 7.2	There is a commitment to continuous improvement.	
	Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service’s operations.
	Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
	Element 7.2.3	An effective self-assessment and quality improvement process is in place.
Standard 7.3	Administrative systems enable the effective management of a quality service.	
	Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.



	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
	Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

Quality Area 7: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.5	section 12	Applicant must be fit and proper person (provider approvals)
7.1.5	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.5	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.3.1	regulations 158-162	Attendance and enrolment records
7.1.5	regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
7.1.5	regulation 164	Requirement for notice of new persons at residence
7.3.1	regulation 167	Record of service's compliance
7.1.1, 7.3.1, 7.3.4, 7.3.5	regulations 168-172	Policies and procedures
7.3.1	regulations 173-176	Information and record-keeping requirements
7.3.1	Regulations 177-180	Prescribed records
7.1.1	regulations 181--184	Confidentiality and storage of records



	Related requirements	
7.1.5	regulation 14	Application for provider approval by individual
7.1.5	regulation 15	Application for provider approval by person other than an individual
7.1.5	regulation 16	Matters relating to criminal history
7.2.3	regulation 31	Condition on service approval - Quality improvement plan
7.1.5	regulation 46	Application for supervisor certificate
7.2.1, 7.2.3	regulations 55-56	Quality improvement plans

Quality Improvement Plan for QA7

Summary of Strengths

Strengths

At Agnes Goode Kindergarten we have developed a positive, collaborative, professional learning culture. We have an effectively functioning staff team, including part-time & job sharing, with the focus on communication, collaboration, and continuity. We have achieved very successful outcomes through the DECD Validation process. All educators take part in ongoing review and reflection, actively engaging in the ongoing self-review and assessment of our processes and practices at Agnes Goode Kindergarten, against the 7 Quality Areas of the National Quality Standards (NQS). Staff are actively involved in local & regional Early Years networks & ongoing professional development, commitment to their own personal and professional, continuous improvement.

Educator communication is supported through communication books, staff meeting agendas, minutes, noticeboards (including WHS, professional learning community and development, code of ethics, curriculum information, partnership opportunities).

We have folders available on Staff and Volunteer Induction, Governing Council Information and minutes, including policies, risk assessments and registers. We are up to date and compliant in our management of DECD WHS requirements, with staff engaged in regular connection on WHS groups and networks.

We have an established Governing Council to manage the kindergarten, as stated by DECD policies and the kindergarten constitution. The Governing Council reflects the diversity of our community, is formed at the beginning of the year (impacted by Single Intake) and meets twice a term, focusing on kindergarten financial reports, review of policies, review of philosophy, self-assessment processes and QIP input. The financial budget, learning program and curriculum is discussed as well as planning around community involvement and avenues to support families sense of connection and belonging. The AGM held at the beginning of the year includes a guest speaker focusing on areas of our learning, information about the role and benefits of participation in the governing council, and the Director, Treasurer, and Secretary reporting on achievements and future plans. Comprehensive information shared with parents on a regular basis, including about the approved provider, nominated supervisor, educators, family and community information, and the grievance and complaint procedures.

Continuity for children's learning and well-being is valued. We have a core team of ongoing permanent staff, and provide continuity by thoughtful strategic planning, looking ahead to our site staffing requirements (eg management of leave), drawing on existing part-time staff to increase hours wherever required, and on a core group of relief staff with high-level skills, experience and skill sets to match our site needs.

Educators use a range of tools and processes collaboratively to develop the curriculum and set goals for learning, with individualised and group professional development supporting these processes.

A range of effective administrative systems (site developed, plus DECD eg use of EYS, STAR, Learn Link) enable the effective management of our quality service.

Our program cycle is a continuous improvement framework for our service, enabling shared opportunities to reflect and evaluate. The QIP provides us with ongoing shared strategic direction and monitoring tool.



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Key improvements sought for QA7

Standard/element [7.3.5)	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.
Identified issue	How can we develop an effective system of regular policy and procedure review, incorporating community consultation (families, school...)
Standard/element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.

**Identified issue**

How can we support the continuous improvement of all educators utilising the new DECD Performance Dev Plan ?(HR tab 2016)

Improvement plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.3.5 Administration system enables the effective management of a quality service	Ongoing review of policies needs to be included in staff meetings. Current staff are familiar with policies.	M	Schedule policy review time in staff meetings and governing council meetings	Educators and families will be familiar with policies and policies will be current	Term 1 & ongoing	Policies are readily available, including as part of induction process. Current staff have been systematically involved in reviewing policies. Policies have been updated in our policy folder, process ongoing, including uploading onto Website (as part of website update process).
7.2.2 Performance process is a continuous process of reflection and accountability	Review our existing performance processes. Trial new DECD (HR portal) performance plans)	M	Review process during staff mtgs term 1, explore & implement DECD performance plans T2. Continue Step 9 annual review, reflection & goal setting process	.All staff to be involved in ongoing reflection and accountability process, with performance plan documentation in place	Begin Term 1, ongoing.	

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