

Eden Hills Kindergarten Quality Improvement Plan 2017

Service details

Service name	Service approval number
Eden Hills Kindergarten	SE-00010308
Primary contact at service	
Sarah Quihampton	
Physical location of service	Physical location contact details
Street: 4 Willunga Street Suburb: Eden Hills State/territory: SA Postcode: 5050	Telephone: 8278 3425 Mobile: Fax: Email: DL.4640_leaders@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Ann-Marie Hayes Telephone: (08) 82263463 Mobile: 0407 474884 Email: annmarie.hayes2@sa.gov.au	Name: Sarah Quihampton Telephone: 8278 3425 Mobile: 0407685957 Email: DL.4640_leaders@schools.sa.edu.au
Postal address (if different to physical location of service)	
Street: Suburb: State/territory: Postcode:	

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	08:30 12:00	08:30 12:00	08:30 12:00	08:30 12:00	08.30 11.30		
Closing time	11.30 3:00	11.30 3:00	11.30 3:00	11.30 3:00			

Additional information about your service

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

Provide additional information about your service.

Off street parking is available on Benara Street, and on street parking on Willunga St or Benara Street.

Playgroup operates on Fridays at the service. The fulltime teacher and the director each work 0.9, having a rostered day off each on alternate Fridays.

How are the children grouped at your service?

Children are grouped according to age, into 3 groups. Each of the 3 teachers at the service is the primary carer for one group of children (their “focus children”).

Name and position of person(s) submitting this QIP –Sarah Quihampton (Nominated Supervisor)

Service statement of philosophy

Values

Relationships Respect Wellbeing Fun Community Continuous Improvement

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

Loris Malaguzzi in Dahlberg, Moss and Pence 1999 pp 48

Statement of Philosophy

Learning through Play

At Eden Hills Kindergarten, we value childhood. Childhood is a precious time rich in learning, curiosity and creativity. EHK provides a learning environment that is developmentally appropriate for each child. It is our goal for educators, families and children to have the opportunity to express themselves through their work. Therefore, educators are encouraged to teach in a way that reflects their passions, traditions and values. Each family is encouraged to bring their passions, traditions and values. Each child will learn through play in a way that expresses his or her own passions, traditions and values. In this way, the curriculum remains relevant, dynamic and exciting.

Parents are a child's first and most influential educators. The foundation for all learning is what children already know. Engaging environments and meaningful interactions with peers and educators build upon this foundation to empower children with the skills to continue on the path of successful life-long learning.

Eden Hills Kindergarten - where everyone belongs

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

Standard 1.1. An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

Educators have a sound understanding of the EYLF, and this is embedded in verbal discussions, minutes of educator meetings, the termly curriculum overview, anecdotal records and learning stories. The EYLF language is also used on the noticeboard and in the Newsletter. Educators are also becoming familiar with the Australian Curriculum as we plan for children in the 5-6 years age range. Eden Hills Kindergarten was a trial site for the Literacy and Numeracy Indicators. Through being part of this trial, educators have deepened their understandings and planning for learning includes the indicators.

Standard 1.2 Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.

The Planning for Learning Document is used to document learning goals for each child, in conjunction with families, health providers and support agencies. Educators document children's learning daily and these notes are added to their profiles. Learning stories also document children's learning in the Kindy Journal. The Planning for Learning Documents inform the fortnightly program as well as the termly program overview. Critical reflection on children's learning and development is regularly used to implement the program, which is discussed at educator meetings and parent interviews.

Key improvements sought for QA1

Element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.	
	Identified issue	<p>We wish to establish stronger connections with all of our kindergarten families. <i>Cross-links with QA6</i></p> <p>We would like to provide each child with the opportunity to celebrate the culture and language of their family of origin.</p>
Element 1.1.4	The documentation about each child's program and progress is available to families	
	Identified issue	<p>We would like more families to have meetings with educators to collaborate in completing their child's Planning for Learning document, and we would like each child's Planning for Learning document to evolve over their year at Kindergarten. Not all families engage with the Learning Journal. <i>Also cross-links with QA1 and QA6</i></p>
Element 1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.	
	Identified issue	<p>We would like the child's voice to be represented more in the program.</p>
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	<p>To improve numeracy and literacy learning for every child.</p>

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure
Element 1.1.2	<p>To establish stronger connections with all families who are part of our Kindergarten community.</p> <p>To provide each child with the opportunity to celebrate the culture and language of their family or origin.</p>	H (on-going)	<p>Intentionally build relationships with culturally diverse EHK families by:</p> <ul style="list-style-type: none"> Inviting families to meet with their child's primary educator to discuss Planning for Learning Inviting families to complete a family page with their child, and share these at Kindy. Inviting families whose first language is not English to spend time at Kindy and share a culturally relevant celebration, some language with children and educators and/or read a book in their language. Greeting children in their home language. Use the whiteboard to promote current topics of interest at Kindy. Celebrate significant events that are relevant to families currently attending e.g. Chinese New Year, Holi Festival Invite families to talk about their culture, cooking and national dress. How we can meaningfully incorporate their language. Look at Flags from different countries where relevant and have the world map available. Develop a summary of ESL children and families, describing culture, languages, celebrations so all educators can be aware. Acknowledge the first people of our land, the Kurna people through stories, greetings and visiting Reconciliation Park. 	<ul style="list-style-type: none"> All children and educators will be familiar with and comfortable with the culture and language of each member of their Kindergarten community.

Progress Notes

- Family page has been revised slightly, and family pages are displayed, to help children, educators and families to get to know each other.
- We continue to practice "Hello" and "Goodbye" in different languages at large group time.
- Families are invited to contribute to the curriculum program by sharing an aspect of their culture e.g. language, music, cooking, craft, festivals/celebrations
- In term 1, children who have a language other than English shared their home language at mat time, greeting each child
- Each educator is also invited to contribute a family page
- Cultural events significant to families within the Centre were celebrated as part of the program i.e. Chinese New Year, Holi Festival, Iranian New Year, Khmer New Year.
- Feedback from families indicated that those celebrations were meaningful and enriched the program.
- Parents in Education Week was an opportunity for parents to engage with the Learning Journal.

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure
Element 1.1.4	For each child's Planning for Learning document to evolve during their year at Kindergarten	H (on-going)	<ul style="list-style-type: none"> • Invite families to meet as required (this may differ from family to family) with an educator to review their child's portfolio, reflect on their child's learning and development, and review their child's Planning for Learning. • Educators to meet regularly to critically reflect on children's learning and development, and use the plan/do/review cycle to inform the Child's ongoing Planning for Learning, and the program 	<ul style="list-style-type: none"> • Families will meet with an educator to review their child's learning and development • Each child's Planning for Learning document will be updated to reflect their ongoing learning and development. • Educator Meetings will include Planning for Learning Conversations, and RRR data will reflect subsequent increased involvement.

Progress Notes

- Aligns with regional QIP to include literacy and numeracy.
- The first RRR data has been taken and is ready to analyse.
- 4 Educators completed intensive numeracy training last year.
- Parent input at the 2017 Planning for Learning evening indicated that parents value learning about Executive Functions and environmental education.
- Parents indicated that sharing learning and effective curriculum decision making were important goals for 2017
- Teachers have been allocated time to develop the Planning for Learning document and Statement of Learning for each child

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure
Element 1.1.6	For each child's voice to be represented more in the program	H (on- going)	<ul style="list-style-type: none"> Respond to the children's feedback on the program, document these responses, and if reasonable, modify the program (Allowing the children to have a choice wherever possible) Capitalise on the children's incidental comments, requests, questions, enquiries, and consider this feedback in the planning cycle. Display current examples of children's experiences. Encourage families to represent their child's voice on the term planner. Include child's voice on surveys. 	<ul style="list-style-type: none"> Families and children talking at home about what they child has done during the day at Kindergarten. Program reflects children's interests

Progress Notes

- Children give verbal feedback on experiences, which is reflected in Learning Stories.
- Educators have documented children's voices and used this information to guide the learning.
- At the 2017 Planning for Learning evening in March, parents indicated that their children desired the following: upgraded facilities-particularly outside, connecting with community, exploring the bush block, growing and harvesting plants, improving communication between educators and parents regarding children's projects and outdoor kitchen. Parents also affirmed that they found Kindy motivating and inspiring for learning. We received positive feedback in the parent survey – see annual report.
- More families are returning the term overview with feedback from children and parents.

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure
Element 1.2.1	Improve numeracy and literacy learning for every child.	H (on-going)	<ul style="list-style-type: none"> Work collaboratively with Results Plus Leader and other leaders in Mitcham Hills Partnership. <ol style="list-style-type: none"> Track, monitor and respond to every child's growth in numeracy and literacy achievement and engagement at least four times a year using the indicators of Preschool Numeracy and Literacy Include Numeracy/Literacy in children's Planning for Learning. Review children's progress regularly at staff meetings Literacy and Numeracy reflected in Statement of Learning <p>Have a numeracy and literacy improvement cycle documented.</p> <ul style="list-style-type: none"> Collect data on children's numeracy/literacy development using the Indicators of Preschool N & L. Use Executive Functions to improve literacy and numeracy outcomes. Educators will regularly review the data and use this to plan improvement strategies. <p>Pedagogical practice – Numeracy and Literacy are planned for in an integrated way using a play based curriculum.</p> <ul style="list-style-type: none"> Specific literacy and numeracy goals are planned and documented on our term overviews. ILP's will reflect N & L goals for each child integrated into the play based curriculum. <p>Identify and enact clear intervention processes</p> <ul style="list-style-type: none"> Review and document site intervention processes 	<p>Each child will have Numeracy and Literacy achievements documented in their:</p> <ul style="list-style-type: none"> Parent Survey Learning Plans Statement of Learning <p>Data will be collected from observations, Learning Journal and work samples.</p> <p>Evidence of numeracy and literacy play experiences documented in the fortnightly programme.</p> <p>Evidence of numeracy and literacy learning goals will be evident in the ILP's</p> <ul style="list-style-type: none"> Documented intervention processes.

Progress Notes

- Educators are using the language of Indicators in learning stories and conversations with parents and children
- Indicators are being mapped as part of the Termly evaluation of the curriculum.
- Literacy and Numeracy are integral to each child's ILP
- Executive functions are proving to be a successful tool for achieving the 'Plus'.



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><u>Standard 2.1 Each Child's Health is Promoted.</u> Good communication with families ensures that individual children's needs are known and are catered for. Sun protection and effective hygiene procedures are promoted and implemented by all educators and visitors to the site. Educators regularly undertake first aid, asthma and anaphylaxis refresher training, and educators discuss health and safety issues with children as the opportunity arises. Policies are reviewed as required in consultation with parents.</p> <p><u>Standard 2.2 Healthy eating and physical activity are embedded in the program for children.</u> Educators model healthy eating to the children, and have implemented a garden to plate program where we grow and harvest food. This program has been enjoyed by the children, who are tasting a wider variety of foods. Children can help plan the day's physical play, and problem solving skills are encouraged to extend children's physical abilities. In 2017 we have taken on the "Less to landfill" challenge which has involved the promotion of "nude food".</p> <p><u>Standard 2.3 Each child is protected.</u> All educators stay up to date with "Responding to Abuse and Neglect" training, and the Child Protection Curriculum is implemented each term, by educators who have undertaken training in delivering it. Governing Council members and volunteers have participated in RAN training. The number of educators rostered for each Kindy session is sufficient that all children are within sight and/or hearing of an educator at all times. Potential hazards are identified and minimized as they arise, and risk assessments are conducted for all excursions. Emergency procedures are practiced termly.</p>
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Key improvements sought for QA2

Standard/element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.	
	Identified issue	As we develop the outdoor learning environment and explore the Bush Block, we will need to develop our planning and data collection systems.
Standard/element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.	
	Identified issue	A series of risk assessments need to be undertaken prior to the Bush Block being in regular use, ie how far can we go?, can we pick things? How do we use the space and care for the environment at the same time?, How do we prepare children for the variable nature of the terrain-prickles, slippery grass, uneven ground, trip hazards?

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure
Element 2.2.2	Provide a broader range of physical experiences by upgrading the outdoor learning environment	M	<p>By responding to the feedback from parents at the Information Night, we will develop the outdoor area to include:</p> <ul style="list-style-type: none"> • an outdoor kitchen • a Treasure garden and • a rock patch • access to the Bush Block <p>Apply for grants to support the Outdoor development</p> <p>Organise working bees to bring the ideas to fruition</p>	<p>Children will have access to a broader range of experiences</p> <p>RRR data will demonstrate increased engagement in the Outdoor Learning Environment</p>

Progress Notes

- Parent input into the plans for the outdoor development have been implemented through working bees and works funded through the budget.
- A mud kitchen was built, the treasure garden revitalised and a collection of loose parts developed.
- A parent has conducted a safety inspection and brought hazards to our attention eg. Slippery bricks-this hazard has been eliminated
- A grant enabled us to install a gate in the back fence for easier access to the bush block. We also purchased binoculars, magnifiers, clipboard and a trolley to transport resources to the Bush Block.
- An audit has been started on the flora and fauna present in the Bush Block

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure
Element 2.3.2	Ensure that children are safe in the new outdoor space	H	Conduct risk assessments related to the use of the new space	Children engage in safe play and are safe in the outdoor learning environment

Progress Notes

- The risk assessment for the use of the bush block has been completed and children are exploring this space.
- Children use their Executive Functions to assess the environment or loose parts for risk
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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><u>Standard 3.1 The design and location of the premises is appropriate for the operation of a service.</u></p> <p>The outdoor learning environment is substantial and provides a range of tangible learning experiences for children. The children's toilets are accessible from the indoor and outdoor learning areas. Skylights allow natural light into the indoor learning areas, and windows can be opened in all rooms for fresh air. Children have access to a range of natural materials. New fencing at the rear of the garden has improved safety and allowed access to the Bush Block.</p>
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Key improvements sought for QA3

Element 3.1.1	Premises, furniture and equipment are safe, clean and well maintained.	
	Identified issue	Although the kitchen has been upgraded, it is still not adequate for adult use, and certainly not suitable for use by children. The facilities do not meet current safety standards. There is not enough space for appliances, or enough electrical circuits for appliances, and the kitchen is crowded when 2 adults are in it.
Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	
	Identified issue	At the start of 2017 the team of educators were concerned about the high amount of landfill produced by the Kindy. We aim to reduce this amount considerably by promoting “nude food” in the curriculum and encouraging parents to pack food for their children which doesn’t come in disposable wrapping.

Improvement plan

Element 3.1.1

A new Kitchen to be installed in the new room in the space designated for it.

M
(Term 4,
2016)

Apply to all available sources of funding to enable the new kitchen to be installed.

Kitchen installed

Progress notes

- Plumbing and electrical connections have been provided for in the building of the new room.
- Money for the new kitchen has been allocated from the Asset Services Maintenance Grants. This totals \$17,000

Element 3.3.1

Children to bring food to Kindy which doesn't come in disposable wrapping, thus reducing landfill.

H
(ongoing)

- WOW was made part of the curriculum plan (under the title "nude food").
- Parents have opportunities to embrace the WOW program
- Regular Newsletter articles, displays and conversations keep parents informed of the program

The Kindy's output to landfill will be reduced considerably

Cooking will include Kindy grown food.

Protocols will be developed for the use of the Bush Block.

Progress notes

- A small bin has been placed on the verandah for the day's landfill. This is a visual representation of the small amount of waste/landfill we are aiming for each day. Regular conversations, displays and books reinforce this concept.
- We participated in Clean Up Australia Day by walking in the bush block, collecting rubbish. On returning to Kindergarten, we made a large display and the children sorted the materials into blue, yellow or green groups to correspond with the bins. We then put the materials (resources) into the appropriate bins.
- The "nude food" curriculum has had a direct impact on (1) the content of the children's lunchboxes and (2) the children's behaviour – their behaviour has been better and less extreme for some children.

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure
Element 3.3.2	Children are more environmentally responsible	H	<ul style="list-style-type: none"> • Children are involved in developing protocols for using the Bush Block. • Develop the garden so that children can plant and harvest food • Develop a sense of connection with this lands first people – the Kaurna People. • Visit other sites and attend T & D to learn more about sustainable practices 	<ul style="list-style-type: none"> • Children are safe in the Bush Block • Children engage in growing, harvesting and eating food.

Progress Notes

The bush block is now accessible and children are exploring this space.
The raised beds have been filled and are very productive.
Visits to Reconciliation Park have helped broaden our understanding of the Kaurna people.
2 educators accessed a T & D session on sustainability

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

Element 4.2.2 Educators work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.

The team of educators at EHK have a formal meeting fortnightly to discuss current issues relevant to the operation of the service, and regularly attend professional development opportunities. Informal discussions occur each day that are documented in the diary or the staff communication book when appropriate. The team have a strong work ethic and value each other's knowledge and skills. New ideas and resources are considered by the team and incorporated where appropriate. Release time is shared so that all educators share the Learning Journal documentation. The educator team has been consistent for a number of years and the shared leadership model means that the individuals in the team are multi-skilled. This provides consistency for families.

There are currently no goals for this quality area



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	<p>Element 5.1.1 Interactions with each child are warm, responsive and build trusting relationships. Educator consistency supports positive relationships with children, parents and other educators. Children have to opportunity to attend Playgroup, then Pre-Kindy prior to starting full time Kindy. Educators are present during these programs and this is when relationship building begins. There are sufficient educators each day to ensure that time can be spent with each child to support them in engaging with the curriculum.</p> <p>Element 5.1.3 Each Child is supported to feel secure, confident and included. The team of educators at EHK is committed to ensuring that each child and their family belong to our community of learners. Parents have expressed a high degree of importance in Community. This is what many families articulated as the reason they came to this Kindergarten.</p> <p>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 conflict The focus on Executive Functions has helped the children to develop 'Stop and Think' skills so that they are able to make appropriate choices in their play. Behaviour Plans for children on special enrolment are developed with parents to support children with additional needs to successfully access the curriculum.</p>
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Key improvements sought for QA5

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	
	Identified issue	Need to incorporate scales from Respect, Reflect, Relate tool into building children's relationships and engagement with their learning.
Element 5.1.3	Each child is supported to feel secure, confident and involved.	
	Identified issue	For each child to develop a strong sense of identity.
Element 5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively	
	Identified issue	Further improve children's impulse control, working memory, and self-regulation through a focus on Executive Functions

Improvement plan

Element 5.1.2	<ul style="list-style-type: none"> To incorporate the observation scales from the <i>Respect, Reflect, Relate</i> document into building children's relationships and engagement with their learning with a focus on Numeracy and Literacy To broaden and improve our assessment processes for teaching and learning. 	H (on-going)	<ul style="list-style-type: none"> Allocate time for educators to observe, for analysis and critical reflection. Educators reflect on contemporary reading and findings about observation and assessment for feedback, to improve practice and pedagogy. Educators share contemporary reading with families. Copies are available next to the Curriculum overview. 	<ul style="list-style-type: none"> Evidence of assessment processes (ie video footage, Learning Stories) demonstrating developmental progress. Evolution of each child's Planning for Learning each year, as they develop skills and competencies Greater involvement of children in their learning experiences Positive feedback from parent interviews in updating each child's Planning for Learning.
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Progress notes

- . 6 hours was spent during a single day in term 1 filming children's involvement in their learning, and the process will be repeated with the same children during T4.
- The documented learning evaluation cycle is more detailed for each child.



Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure
Element 5.1.3	<ul style="list-style-type: none"> Each child will develop a strong sense of identity Children are connected with and contribute to their world. 	H (on-going)	<ul style="list-style-type: none"> Incorporate goals from the termly overview into each child's Planning for Learning document. 	<ul style="list-style-type: none"> On-going documentation in learning stories, Planning for Learning Conversations, and formal Planning for Learning documentation

Progress notes

Educators have considered the connections between the Child Protection Curriculum and the EYLF outcome “Children have a strong sense of identity” and “Children are connected with and contribute to their world” and incorporated these into the termly curriculum overview. There is a stronger connection between the Term Overview, Individual Planning for learning and Literacy and Numeracy Indicators

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priorit y (L/M/ H)	How will we get this outcome? (Steps)	Success measure
Element 5.2.2	<p>Improve children's impulse control, working memory, and cognitive flexibility in a sustainable way.</p> <p>Families to gain a deeper understanding of Working Memory and Executive Functions</p>	H (on-going)	<ul style="list-style-type: none"> • Reflect on contemporary reading about Executive Functions • The team of educators to share their learning about Executive Functions with families • Provide readings for families to take home to support their child's Executive Functions • Connect with Eden Hills Primary and then other sites in our Partnership to support continuity of learning. 	<ul style="list-style-type: none"> • Children exercising control over their behaviour, and responding appropriately to the behaviour of others • Children being able to manage their own bags, and lunch/snack boxes, and clothing • Documenting of the above in children's portfolio, and Planning for Learning • Families will have the opportunity to understand Executive Functions and be able to discuss it with their children, and explain it to others

Progress notes

- Educators have engaged with literature on Executive Functions.
- Executive Functions has been included in the program.
- A Parent Information night with an Executive Functions focus gave parents a deeper insight into Executive Functions
- The "stop, think, do" concept is now embedded in all that we do. Children have responded well to this and are using the terminology with each other. Cognitive flexibility and working memory are being explored more deeply in Terms 3 & 4
- Aligns with regional priority of QA5.



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	<p>At Eden Hills Kindergarten, part of our philosophy is that “Everyone belongs.” We see ourselves as a community of learners, and we intentionally build relationships with families through a variety of means, and encourage families to participate in the Kindergarten curriculum. The high rate of family participation in working bees, curriculum and social events (e.g. the annual Arts Show, Cancer Council Afternoon Tea) reflects the strength of relationship between educators and families and their children.</p> <p>There is also a high rate of discussion about the transference of learning between Kindy and Home (evidenced by feedback from parents and children’s conversations).</p> <p>The Parent Noticeboard is kept up-to-date with information about services both within the Kindergarten and the wider community. The kindergarten encourages community partnership i.e. by working closely with the Bush for Life volunteers, supporting the playgroup, and providing space for the CAYH nurse and Speech and Occupational Therapy services. There are strong connections with the local schools-eg a technology and sustainability project with Bellevue Heights Primary School and a focus on Executive Functions with Eden Hills Primary.</p> <p>Children from Eden Hills Kindergarten will be going to 12 schools next year. We have made contact with each of these schools and invited them to visit the children at Kindy. Several have already taken us up on this offer. We have also made a commitment to visit the children at their schools during transition.</p>
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Key improvements sought for QA6

Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing	
	Identified issue	We would like for every family to be involved in writing their child's Planning for Learning, and to formally revisit this document during their child's year at Kindy
Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities	
	Identified issue	Strengthen our connections with other sites in our Educational Partnership to ensure consistency in care of children.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure
Element 6.2.1	For each family to collaborate with their child's primary educator to develop their child's Planning for Learning	H (on-going)	<ul style="list-style-type: none"> Share contemporary literature demonstrating that learning outcomes are most likely to be achieved when educators and families work in partnership (starting with the Guide to the National Quality Standard) Make it easier for families to meet with their child's primary educator by offering a range of times for meetings 	<ul style="list-style-type: none"> Families value themselves as their child's primary and most influential educators Families and educators value collaboration as fundamental to the quality of their child's education and care. Families value investment in a Kindy year for their children, seeing it as building skills for life as well as giving children enthusiasm for starting school

Progress notes

- An evening Planning for Learning night was held in term1, 2016. Parent feedback from this session has been incorporated into the Curriculum plans and this Quality Improvement Plan.
- Educators have made themselves available at a variety of times to suit the needs of families. The uptake of parent-educator discussions has increased.

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure
Element 6.3.2	Strengthen connections with other sites in our Educational Partnership, to ensure consistency in education and care for children.	M (on-going)	<ul style="list-style-type: none"> As an Educational Partnership, consider the needs of the children and families in the Mitcham Hills Community, and co-ordinate services, Professional Development, care and education that supports the community. 	<ul style="list-style-type: none"> There will be an increased level of wellbeing in each child, and increase in the level each child's involvement in their learning. This will be documented using the RRR assessment tool. More children will be able to attend Kindergarten due to accessing a whole day of care with combined Kindergarten / OSHC

Progress notes

- Sarah attends Partnership meetings twice per term. De-privatisation is a current goal for this group.
- A presentation is planned to share intellectual stretch-executive functions with Partnership leaders.
- We are currently developing a hot weather policy for OSHC so that families know the conditions that are not suitable for walking to OSHC.
- A PLC has been set up to include educators from early years of school and kindergarten. This is facilitated by Deb Lasscock and has been a great opportunity to share practise across sectors.

Element 6.3.2	Improve attendance <i>(aligns with regional priority)</i>	H	<ul style="list-style-type: none"> • Encourage families to access their session entitlement (15 hours per week = 5 sessions) • Document reasons for any absences • Speak personally to families who are irregular in attendance to see if we can support them • Include articles in the newsletter on the importance of regular attendance 	Children will attend their session entitlement
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Progress notes

- Educators have been documenting absences and reasons in the diary.
- Attendance has been brought to the attention of the Governing Council who will support educators in promoting the importance of Kindergarten.
- The Friday afternoon session has been changed to the morning to support family requests for this time.

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

Eden Hills Kindergarten operates under a shared leadership model, with different educators having particular responsibilities that they have an aptitude for, and are primarily responsible for, e.g. finances, enrolment, RRR, NQF.

The educational leader at EHK, promotes a positive organisational culture that values openness and trust where educators, children and families are motivated to ask questions, debate issues and contribute to each other's on-going learning and inquiry. Educators and families in the Eden Hills community are encouraged to be the best that they can be, and to have a healthy life balance.

Early childhood education is promoted and supports children and their families in successful life-long learning. Goals and expectations are clearly developed and communicated through a shared decision making model. Eden Hills Kindergarten has a skilled and engaged workforce, who are a professional learning community committed to continuous improvement. The high morale of the EHK team of educators is reflected in a very low turnover of educators at this site over the last decade.

Key improvements sought for QA7

Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
Identified issue	We would like to improve our induction folder, policies, routines with clear expectations so that all adults onsite are empowered to implement the EHK daily routines, policies and procedures with confidence.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure
Element 7.1.2	Revision on the Induction process for educators and visitors.	M	Review the current document. Check STAR system for samples of Induction Checklists. Include on the agenda for Educators and Governing Council meetings to gain input from all educators.	Improved Induction folder. Educators and visitors are clear of policies, routines and expectations

Progress notes

Educators have reviewed the role of Certified Supervisor.

A new ECW in 2017 has given us the opportunity to review our induction practices. As we work through the process with this person, we are updating the induction folder.