



Quality Improvement Plan

Service details

Service name	Service approval number
Hawthorndene Kindergarten	
Primary contact at service	
Cynthia Meredith (Director)	
Physical location of service	Physical location contact details
Street: 1 Kindergarten Avenue Suburb: Hawthorndene State/territory: South Australia Postcode: 5051	Telephone: 088278 4161 Mobile: 0419 295 705 Fax: 0882789014 Email: dl.4664.info@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Telephone: Mobile: Fax: Email:	Name: Cynthia Meredith Telephone: 08 82784161 Mobile: 0419 295 705 Fax: 0882789014 Email: Cynthia.Meredith444@schools.sa.edu.au
Postal address (if different to physical location of service) N/A	

Operating hours

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	08:00	08:00	08:00	08:00	Parent Playgroup	N/A	N/A
Closing time	15:30	15:30	15:30	15:30	9:30- 11:30		

Additional information about your service

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

Provide additional information about your service—parking, school holiday dates, pupil-free days etc.

Our Centre operates during South Australian School terms only.

Pupil free days are planned on an as needed basis and as per DECD requirements; 4 weeks' notice must be given.

Parking is readily available on the streets adjacent to our service

How are the children grouped at your service?

Being a DECD stand alone preschool, the children may be between 3.6 years and 5 .8 years. Most children attend for two days each week and on each day they are divided into 3 groups of multi-aged learners for shared activities. At other times small groups of children may be actively engaged in play with a staff member to support learning goals.

Write the name and position of person responsible for submitting this Quality Improvement Plan

Nominated Supervisor: Cynthia Meredith--Director

Service statement of philosophy

Hawthorndene Kindergarten is a stand-alone preschool site of the Department for Education and Child Development. Our Curriculum is guided by the Early Years Learning Framework and we aim to provide developmentally appropriate play situations which support every child to extend their learning and skills in these areas.

We believe that kindergarten should be a learning place where children and adults come together in a stimulating, friendly, safe and attractive environment to share learning opportunities. It is our aim that such opportunities build on children's current knowledge and are responsive to each child's abilities and interests.

We see each child as unique, bringing with them a range of experiences, family cultures and personalities which will mould their development as they grow to adulthood. The staff team facilitate children's learning through play situations using a wide range of different strategies and with a wide range of diverse experiences which further their learning. We see the teacher's role as being one of support and leadership.

The staff team support the children to gain valuable learning from the everyday activities at kindergarten by scaffolding and guiding them to attempt new challenges and explore different ways of doing things through play. We see play based learning as being developmentally appropriate practice for young children, which include planned and structured learning experiences as well as spontaneous learning experiences which emerge from a moment of exploration within a stimulating environment.

We believe children learn best when the important people in their lives establish strong and respectful partnerships; parents with teachers, teachers with children, and children with children. We encourage and value each parent's input about their child; their knowledge, their family/ cultural background and their aspirations for their child. We believe that communication between parents and teachers should be open, two directional and responsive.

Our aim is to provide a high quality care and education service which responds to the needs and interests of the children, their families and the local community.

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, and 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 Improvement Plan for QA1

Summary of strengths for QA1

Strengths	
1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.
1.1.1	<i>Planning for learning in 5 learning outcomes from the EYLF is guided by children's interests, ILP's. EYLF outcomes are referred to in reflections in the Learning Journal, Statement of Learning based on areas of EYLF. Each term an audit is made of the learning outcomes achieved and the staff team use this data for future planning.</i>
1.1.2	<i>Information is gathered from parents, discussions, reports from therapists, cultural days and the program is responsive to children's interests. Exploration of different cultures as community is high % mono-cultural. Children's voice is reflected throughout the LJ and several times each year projects are developed at home for children to share with their peers at group time.</i>
1.1.3	<i>Programming is designed for periods of free play, small groups, large groups. ILPs are consulted and play spaces are reflective of children's interest and abilities. Children are given opportunities to be the 'Organiser of the day' which includes special responsibilities in relation to the daily program and allows the development of leadership skills.</i>
1.1.4	<i>Children's work books, Statements of Learning, Learning Journal including photos, work samples and anecdotal evidence. Newsletters, discussion. The children take home their workbook each term break and share their learning with their extended family to show their progress in learning. Educators encourage family members to add comments to the work books about their family experiences in sharing the work books together.</i>
1.1.5	<i>Scaffolding by teachers, 1:1 learning (especially with Support workers for children with special needs) program adapted for children different learning abilities. The children have been supported to do regular morning tasks to set up for their day when entering and pack up tasks when leaving the kindergarten.</i>
1.1.6	<i>Children's voice in outdoor / free play learning areas. Formal and informal voice is valued, e.g. in Curriculum focus – e.g. Celebrations board, Healthy Me posters. Work book activities. The staff team monitor the children during free play to ensure some time flexibility with routines to allow sustained play interactions are maintained.</i>
1.2	Educators and coordinators are focused, active and reflective in designing and delivering the program for each child.
1.2.1	<i>Staff discuss individual children at staff meetings & informally. Gathering anecdotal evidence for ILPs from observations and photos during the day. Monitor children's attendance patterns and play/ interactions esp. in outdoor learning area.</i>
1.2.2	<i>Observing children's interactions leads to Intentional teaching of social skills and behaviours to build relationships and broaden social networks. Provocative resources to promote imagination to develop children's symbolic play</i>
1.2.3	<i>Regular reflections by the staff team on children's learning have been added to the ILP's and have informed planning. Children and parents have had opportunities to add their ideas to the Learning Journal. Ideas from families have been added to the program regularly. Time spent talking through concerns of parents regarding their child, and forming a plan of action to guide learning and development of particular skills.</i>

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 Improvement Plan for Q2

Summary of strengths for QA2

Strengths	2.1	Each child's health and wellbeing is safeguarded and promoted
	2.1.1	Each child's health needs are supported <ul style="list-style-type: none"> • Children Health Plans are displayed in an area suitable for all staff to view. • Each child's needs are met through correct storage of medication. • Correct administering of medication – according to the prescriber i.e.: asthma plan • Our site is a nut aware site. • When cooking with the children staff ensured that all allergies for the children are taken into account to prevent any allergic reactions.
	2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet child's need for sleep, rest and relaxation. <ul style="list-style-type: none"> • Sleep times are not appropriate for our site. • Children have an opportunity after lunch each day to rest in a quiet area supervised by staff. • We have a quiet room for children to remove themselves to for quiet time to read stories with a staff member or a small group and also a lounge area to sit quietly. • Hot weather policy, use of air conditioners to keep children comfortable in extreme weather, staff encourage the children to frequently drink water and model this during hot weather. • Encourage children to manage their own energy levels and recognise need for quiet learning.
	2.1.3	Effective hygiene practices are promoted and implemented. <ul style="list-style-type: none"> • The staff model correct hand washing and drying procedures (with paper towels) for children. • Visual cues are displayed for children in the bathroom area. • Hand washing is promoted before eating and after toileting • Hand washing is promoted before the food preparation activities such as cooking and cutting up of food. • Tissues are available at all times, and allocated bin for their disposal. • Children are encouraged to use bathroom area appropriately
	2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines. <ul style="list-style-type: none"> • The sites information booklet has guidelines for parents to keep children home if they are unwell. • We model and encourage children to wipe and blow their noses to prevent germs from spreading. • Model and encourage hand washing after blowing of noses or sneezing, and toileting. • First aid is administered using disposable gloves to prevent transfer of infection and open wounds are covered. First Aid stocks are monitored regularly and replenished as needed. All staff is familiar with appropriate procedures for wound dressing as advised during first aid training.
	2.2	Healthy eating and physical activity are embedded in the program for children.
	2.2.1	Health eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child. <ul style="list-style-type: none"> • Staff model healthy practices with the children e.g. healthy lunches, drinking of water • Water is easily accessible for children with water container always filled daily. • Children are regularly involved in the sowing, growing, harvesting and cooking of produce in the kindy vegetable garden • Healthy eating is promoted for children through 'Vegie Fun' program, availability of information to parents • Lunch and snack suggestion as promoted with appropriate literature for parents/caregivers.

	<ul style="list-style-type: none"> • Staff use healthy options when cooking with children. • Children are encouraged to try new healthy foods which they may not have experienced previously and parents often help with preparation of the food with the children • Children are involved in making special food murals for celebrations at the kindergarten using fruit and vegetables and are able to eat the food at the end using good food handling practices.
2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for the age of the children <ul style="list-style-type: none"> • Staff promote stimulating and fun outdoor activities for gross motor skills that promote physical activities. • A variety of climbing, balancing and balls activities are set up each day by staff appropriate for kindergarten aged children. A mobility corridor in the outdoor area, where children can run on or ride balancing bikes and scooters. • planned group activities to promote gross motor skills are provided weekly in the 'Funtastics' program
2.3	Each child is protected
2.3.1	Children are adequately supervised at all times. <ul style="list-style-type: none"> • No children in the outdoor learning area unless a staff member to in attendance. • Children are adequately supervised at all times in the indoor area by staff. • Children with additional needs are monitored to ensure that unsafe behaviour is avoided
2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury. <ul style="list-style-type: none"> • Risk assessment is carried out to identify any hazards. • All equipment is regularly checked by staff. • The outdoor learning area is inspected for potential hazards daily before the children enter and when the children have left for the day—as well as during the children's play activity. Any hazards are noted and repaired as soon as practical and while waiting for this any unsafe area is cordoned off to ensure that it is not accessed by children or staff. • Staff monitor children with identified food allergies so that they are not at risk. • Kitchen has a gate which is kept closed to prevent children entering unsupervised. • Poisonous items are kept in a raised locked cupboard away from children.
2.3.3	Plans effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented. <ul style="list-style-type: none"> • Risk assessment is carried out by management and staff at the beginning of each term. • Emergency drills are practiced with the children each term. (evacuation from the outdoor learning area to inside and evacuation from inside to the outdoor learning area). • Emergency procedures are displayed and easily visible for children/staff/parents/visitors/contractors.
2.3.4	Educators, coordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse and neglect. <ul style="list-style-type: none"> • RAN training for all staff members / new volunteers trained annually. • Information available to share with parents re counsellors and support agencies

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 Improvement Plan for QA 3

Summary of strengths for QA3

Strengths	QA3 Physical Environment
3.1	The design and location of the premises is appropriate for the operation of the service.
3.1.1	<i>1970s purpose built building, main room and outdoor areas are spacious and children's/ adults furniture is appropriate size. Resources and equipment are safe for children's/adults use. Floor and ground surfaces are monitored for safe access.</i>
3.1.2	<i>Facilities and equipment are well maintained, safe and suitable for use. Any donated goods are risk assessed. Regularly manually and visually check equipment. Electrical testing. Working bees, clean up days to ensure safety, particularly in fire season. Where equipment is deemed damaged it is removed from use by children and repaired or discarded as appropriate.</i>
3.1.3.	<i>Ramp to verandah and indoor learning area. Pathway for wheeled access. Mobility corridor for access by all children and abilities. Pathway is well maintained for smooth egress.</i>
3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.
3.2.1	<i>Large indoor and outdoor area for ease of access and movement activities, smooth pathways to transition between areas. Smaller areas for focussed learning and small group activities. (vegetable garden, rainbow garden, sandpit, block corner, home corner). Many different play spaces to cater for different interests and levels of play.</i>
3.2.2	<i>Suitable activities are set up for small groups / large groups. Turn taking encouraged with timers for limited resources.(e.g.swing, trampoline). Larger areas of bountiful resources are kept orderly and contained so as not to be a hazard. Storeroom/ sheds for items not being used but ease of access if needed.</i>
3.3	The service takes an active role in caring for its environment and contributes to a sustainable future
3.3.1	<i>Use of worm farm, compost bins, Bokasi Bins and Aerobins for vegetation/food refuse, which is then used as a resource for our vegetable garden. Produce is harvested and used in the curriculum for children's education. Recycled & reused materials and resources are repaired if possible rather than replacing. Paper is used both sides. Left over printing paper is sourced from printing business for the use of children. Printer cartridges are recycled regularly. A regular Market Week is held each term where families can recycle unwanted household items and toys which other families can claim with a donation for our sponsor child in Senegal. The kindergarten is a 'Wipe Out Waste' site and has hosted several workshops to promote increased understanding between early childhood sites on sustainable and environmentally appropriate practices.</i>
3.3.2	<i>Children are educated in environmentally friendly practices: recycling, worm farm, Bokasi Bins and Aerobins reusing of materials, non- wasteful behaviours of resources, indigenous plants are regularly replanted in the outdoor learning environment and children are supported to care for new plants. Also care of kindy creatures and respectful behaviours in environment. The children are encouraged to continue these practices at home.</i>

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 Improvement Plan for QA4

Summary of strengths for QA4

Strengths	4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.
	4.1.1	<i>Educator to child ratios and qualification requirements are maintained at all times</i> HK is staffed by DECD – 2 teachers—4year degree, ECW—Dip of Child Care— + part time ECW Cert 111 in Childcare.
	4.2	Educators, co-ordinators and staff members are respectful and ethical
	4.2.1	<i>Professional standards guide practice, interactions and relationships.</i> Staff team work in a respectful manner, value each other's skills and talents and encourage each other to accept new challenges in their roles. The director engages staff in regular PD conversations to encourage continuous improvement of practice
	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. Staff team use affirming behaviour, model good practice and share ideas in a non-competitive manner Evidenced in parent surveys, parent anecdotes and verbal affirmations, staff surveys and site valuation review 2011.
	4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills. As evidenced by parents at family learning events and community visiting days, positive comments in LJ, summative report comments and emails from parents.

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 Improvement Plan for QA5

Summary of strengths for QA5

Strengths	5.1	Respectful and equitable relationships are developed and maintained with each child
	5.1.1	<ul style="list-style-type: none"> Staff members have the opportunity to build relationships with children in a variety of ways which is evident in the Learning Journal Staff take positive steps to develop relationships with children, their families and carers, encouraging communication and gathering information about children's individual needs. staff show empathy for individual children's concerns and help children develop strategies to overcome anxieties.
	5.1.2	<ul style="list-style-type: none"> interactions between staff and children occur in large and small groups, free play and intentional teaching situations, the children are organised into 3 groups at the beginning of each year to support the children in developing positive relationships with their peers and provide an avenue for teaching new routines and games.
	5.1.3	<ul style="list-style-type: none"> the development of children's confidence is encouraged by our positive behaviour's murals teacher directed learning activities e.g. partner paintings, buddy play, musical games to encourage friendships and opportunities to converse with new friends.
	5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults
	5.2.1	<ul style="list-style-type: none"> Children are encouraged to work with their peers and teachers to brainstorm ideas, problem solve and create dramatic scenarios in both free play and teacher directed activities. Visits from school classes give the children a concept of fore sight for their learning and inter-active play between both groups of children teachers support and direct children's learning individually, in small and large groups to encourage the children emerging confidence in their developing knowledge.
	5.2.2	<ul style="list-style-type: none"> intentional teaching of protective behaviours in large and small groups and one to one to reinforce appropriate behaviour to the children role playing with children--- responding to a variety of behaviours
	5.2.3	<ul style="list-style-type: none"> children are treated with empathy at all times Privacy is maintained for children who need assistance with changing and toileting children are supported to be independent in toileting where possible to encourage self-respect and support children in the correct social behaviours in the wider community

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 Improvement Plan for QA6

Strengths	6.1 Respectful, supportive relationships with families are developed and maintained
	<p>6.1.1</p> <ul style="list-style-type: none"> • <i>all enquiries are responded to in a timely manner</i> • <i>Families are sent or emailed a kindergarten information leaflet, playgroup leaflet and enrolment form as required</i> • <i>Families are invited to visit the kindergarten and observe the interactions of the staff team with the children and view the facilities when they are deciding on the most suitable preschool for their child.</i> • <i>Enrolled families are invited to a group visiting day in the last term of the year prior to their child commencing at the kindergarten. Parents receive a folder containing relevant information about the kindergarten program and policies. Included with the folder is a photo story book which many of the routines and activities for the kindergarten which is intended to be used by parents with their children to orientate them to kindergarten life.</i>
	<p>6.1.2</p> <ul style="list-style-type: none"> • <i>Parents are encouraged to attend governing council meetings----regular newsletters inform parents of ongoing activities and curriculum outcomes and community events, the whiteboard gives daily information, verbal reminders and emails, give meeting reminders and decisions made.</i> • <i>Regular working bees allow working parents to make a contribution outside of week days, special events involve visiting during the day/night for all families, special projects where parents work with the children to create group outcome</i> <p><i>e.g. planting of indigenous garden, ceramic mural. Annual parent survey, specific surveys for events such as</i></p> <ul style="list-style-type: none"> • <i>--Dad's Night, Chinese New Year Visiting Night, Community Science Night</i> • <i>Parents are informed of regular governing council meetings and decisions for future directions are made in collaboration with the staff team, governing council.</i>
	<p>6.1.3</p> <p><i>Regular fortnightly newsletters are emailed to parents with hardcopies available as required by families, newsletters detail outcomes of the curriculum, upcoming events and routine practices of the kindergarten. The kindergarten website is updated regularly as needed. A comprehensive record of learning at the kindergarten plans and outcomes is documented with photographs, narratives, and teachers, parents and children's reflections in a Learning Journal for each term. These are available for borrowing by families at the end of the term. Each child has a notice pocket where individual notices can be posted.</i></p>

	6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.
	6.2.1	<ul style="list-style-type: none"> • <i>Child profile questionnaire – staff collate these to commence each child’s ILP</i> • <i>specific requests about children’s needs, and family preferences given as part of the enrolment process are considered as the staff team plan the learning program for all children.</i> • <i>Informal chats gather family values and cultural understandings to develop ideas for program inclusion</i> • <i>parenting discussions are included in planning for governing council meetings</i> • <i>parents are encouraged to add their comments to the Learning Journal as they review the children’s learning</i> • <i>regular newsletter articles about children’s learning---encourage parent participation in current curriculum focus and may include direct requests by staff for parent involvement</i> • <i>parent suggestions included by the staff team in planning for children’s learning especially different cultural understandings and family experiences</i>
	6.2.2	<i>Parent Easy Guides</i> <i>Notice Board----</i> Jesse Brown Kindergarten—Family Day Care--- seasonal services as appropriate----CYHS health checks available at the kindergarten---DECD Speech Pathologist----DECD Psychologist----other services as sourced by the director
	6.3	The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing
	6.3.1	<i>Mitcham Hills Partnership</i> <i>Jessie Brown Prekindergarten</i> <i>Kids Sense</i> <i>Autism SA</i>
	6.3.2	<i>regular visits by the children and Reception Teachers from Hawthorndene Primary School---conversations with JP teachers about learning of children—staff team visit other schools where the children transition as needed</i>
	6.3.3	<i>children with recognised disabilities are referred to DECD Support Services--- regular conversations with Disability Coordinator about children’s needs----special equipment is purchased or borrowed to facilitate these children</i>

6.3.4 *Volunteers----students from Blackwood High School, Urrbrae High School, St Johns Grammar School, Temple Christian College, Mercedes College*
Community Science Night --Teachers from---Blackwood High School and The Australian Maths and Science School
Local Science professionals from Universities and TAFE colleges.
GD Wholesalers,
Blackwood Pageant participation
Hawthorndene Kindergarten Playgroup provides a service for all families in the area with young children
Pre-service teachers: Flinders University and UniSA.

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 Improvement Plan for QA7

Summary of Strengths

Strengths	7.1 Effective Leadership promotes a positive organisational culture and builds a professional learning community
	<p>7.1.1 Appropriate governance arrangements are in place to manage the service</p> <p>---- Director makes the day to day decisions</p> <p>-----Governing Council annually elected by the parent body, meets regularly 8 times per year to support the staff team in developing the curriculum program and learning environment implementing the Quality Improvement Plan which has been developed after collaboration with the parent community by the staff team</p> <p>-----information about decisions and discussions of Governing Council are available for the parent community via newsletters</p> <p>-----director prepares a written report for each Governing Council meeting with reference to the QIP</p> <p>-----surveys of parents and informal conversations with staff team allow all parents to have an input in the service delivery</p> <p>-----staff have regular minuted meetings—review of curriculum delivery---accessing of learning outcomes for children-----ongoing planning</p>
	<p>7.1.2 The induction of educators, co-ordinators and staff members is comprehensive induction folder.</p> <p>Relief Staff ---induction processes</p>
	<p>7.1.3 Every effort is made to promote continuity of the staff team at this DECD kindergarten.</p>
	<p>7.1.4 The director has a 4 year education degree and leads the development of the curriculum, establishing goals and expectations for teaching and learning—a QIP is developed each year.</p> <p>The director leads planning regularly with the staff team--- reviewing the learning outcomes--- assessing the learning through observations, photographs, work samples and reviewing of ILP's which leads to future planning.</p>
	<p>7.1.5 Adults working with children and those engaged in management of the service are fit and proper. All staff and volunteers have a security check.</p>
	7.2 There is a commitment to continuous improvement

	7.2.1	<i>A statement of philosophy is developed and guides all aspects of the service's operations</i>
	7.2.2	<i>The performance of each member of the staff team is evaluated and individual Performance Development conversations are held regularly to encourage continuous improvement of practice.</i>
	7.2.3.	<i>An effective self-assessment and site review process is in place and reflected in the annual report for parents</i>
	7.3	Administrative systems enable the effective management of a quality service
	7.3.1	<i>Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements EYS ---confidential information in locked office</i>
	7.3.2	<i>Administration systems are established and maintained effectively for the needs of the kindergarten. Business Manager enables tasks to be regularly attended to.</i>
	7.3.3	<i>The Regulatory Authority is notified of any relevant changes to the operation of the service, serious incidents and any complaints which allege a breach of registration. DECD is notified of any serious incidents or complaints via IRMS.</i>
	7.3.4	<i>Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner. Grievance policy established in accordance with DECD policies.</i>
	7.3.5	<i>Service practices are based on established policies which are available to parents on the entrance table. The policies are regularly reviewed and updated each year.</i>