



Australian Children's
Education & Care
Quality Authority

Quality Improvement Plan template

National Quality Standard

Updated February 2019

The National Quality Standard and Quality Improvement

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan (QIP).

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (regulation 55) for each service that:

- includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard
- and the National Regulations; and
- identifies any areas that the provider considers may require improvement; and
- contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request. The National Regulations do not prescribe a format for a Quality Improvement Plan.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard. A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request.

About the ACECQA Quality Improvement Plan template

The purpose of this template is to offer a planning format that supports approved providers to meet their obligations under the National Regulations.

This template provides quick links to helpful resources for each quality area in the [Guide to the National Framework](#) and the [ACECQA website](#).

Exceeding NQS themes guidance

The Exceeding NQS sections provided for each Standard should only be completed when there is evidence of one or more Exceeding NQS themes impacting on practice at the service.

When the QIP is submitted to the Regulatory Authority for assessment and rating, an authorised officer will consider how the evidence documented impacts on practice, to determine if the Exceeding NQS themes are being met.

Service details

Service name		Service approval number	
Kangaroo Island Children's Services		05625	
Primary contacts at service			
Hayley Perry (Director)			
Rhy Gaskin (Assistant Director)			
Lucy Williams (Business Manager)			
Physical location of service		Physical location contact details	
Street	50 Buller St	Telephone	08 85532436
Suburb	Kingscote	Mobile	
State/territory	SA	Fax	
Postcode	5223	Email	Kics.info3@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	DfE	Name	Hayley Perry
Telephone		Telephone	08 85532436
Mobile		Mobile	
Fax		Fax	
Email		Email	Kics.info3@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street		State/territory	SA
Suburb		Postcode	5223
Educational leader			
Name			

Telephone	
Email	

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.

Describe the scheduled opening and closing times using a 24 hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

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.

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8:00	8:00	8:00	8:00	8:00		
Closing time	18:00	18:00	18:00	18:00	18:00		

Additional information about your service

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

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

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In the Kangaroo Island Education Partnership there are three early childhood sites. Kangaroo Island Children's Services is a complex service with three sites. KICS is the sole provider of childcare on the Island. At the Kingscote site we have an integrated service with Preschool and centre based care. At the Kingscote campus we operate an OSHC service and at Penneshaw there is centre based care that shares its site with the Penneshaw Kindergarten. KICS also manage Parenting KI, a valuable service that provides parents with support in multiple ways, including early intervention for families with children birth to 18 years. Penneshaw Kindergarten is a part time stand alone Kindergarten who shares its site with Kangaroo Island Children's Services. Parndana Preschool is a part time school based Preschool and is the most rural of all the sites.

Across the partnership we have approximately 300 children enrolled in long daycare and Preschool. All of our sites work closely with community services, including Child and Youth Health which has meant that 100% of 4 year olds have had their 4 year old health check. Parenting KI's involvement in all of our services has seen approximately 90% of children accessing long daycare or playgroup before enrolling in Preschool.

We also have a long history of collaboration with the early years leaders at all campuses which includes a strong focus on children's transition to school.

How are the children grouped at your service?

At Kingscote the children belong to these two groups. The Kanga's children are children aged from 3 years and up and include children attending Preschool and long daycare. In the Kanga's the children also belong to smaller groups to facilitate group inquiries.

Joey's are aged between 6 months and 3 years.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. Cheryl Smith, Nominated Supervisor)

Hayley Perry

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators: 30

Service statement of philosophy

Please insert your service's statement of philosophy here.



Kangaroo Island Children's Services Philosophy

Kangaroo Island Children's Services (KICS) has three sites; an integrated site at Kingscote that operates Long Day Care and Preschool, Kingscote Out of Hours School Care and Penneshaw Long Day Care. The Kangaroo Island Children's Services Statement of Philosophy has been developed in the context of Kangaroo Island's uniqueness as a community, characterised by close relationships, natural beauty and geographic isolation. At KICS we are committed to providing quality care and education. Both our Kingscote sites have been rated and assessed as Exceeding National Quality Standards, with our Penneshaw site yet to be assessed.

The Early Years Learning Framework for Australia, "Belonging, Being & Becoming" and My Time Our Place are our guiding curriculums. Our documentation reflects the five learning outcomes which are: children have a strong sense of identity; children are connected with and contribute to their world; children have a strong sense of wellbeing; children are confident and involved learners; and children are effective communicators.

Educators and Staff at Kangaroo Island Children's Services are inspired by principles of the Reggio Emilia philosophy. The Reggio Emilia approach is an innovative and inspiring approach to Early Childhood Education which values the child as strong, capable and resilient; rich with wonder and knowledge. Every child brings with them deep curiosity and potential and this innate curiosity drives their interest to understand their world and their place within it.

Through a play-based curriculum we support children in developing their learning dispositions of imagination, curiosity, confidence, persistence, resilience and concentration.

We recognise the benefits of Nature Play and how closely it links to the Reggio approach. Together both these approaches encourage children to develop problem solving, self-regulation, resourcefulness, collaboration and the ability to self-assess risk.

We strive to create engaging learning experiences and believe that every child has the right to a beautiful, inspiring and inviting environment.

We recognise every child as unique and encourage them to be creative, challenge them-selves and support them to take risks in their learning within the indoor and outdoor environments.

We understand that every child has "One Hundred Languages and more" and we provide wonderful opportunities for children to access a diverse range of mediums to express their thoughts and ideas. The idea of supporting children to find their own strength is an important concept when working with children.

We value the children's voice and are responsive to their individual needs, interests, their prior knowledge and let their voice guide our learning journeys.

We are influenced by Marte Meo which is a method that focuses on the importance of communication in the building of relationships and emotional connections. Feeling safe, secure and having a strong sense of belonging is our foundation to developing respectful and meaningful relationships with children and their families. Through true partnerships with parents and guardians we understand and support the culturally diverse needs of our Kangaroo Island families.

At KICS we believe in life-long learning for children, families and our Educators. We ensure that we are informed with up-to-date practices and strive to continue to provide a rich, inspiring and engaging environment that provides children with plenty of opportunities to have their voice heard, build independence and engage in meaningful inter-actions with their peers and Educators. We believe in building a foundation and life skill of a love of learning.

We have developed authentic connections within our community and use these partnerships to support children to become citizens of the world. Being an Island in a global world means ensuring that all children develop skills and confidence to be able to explore and discover.



Government of South Australia
Department for Education

Kangaroo Island Children's Services 2018 Philosophy

Our Reggio Emilia Journey

The Competent and Capable Child
*Children will be seen as unique individuals
within a group.*

FROM BIRTH EVERY CHILD HAS A **VOICE**
FROM BIRTH EVERY CHILD HAS **RIGHTS**
FROM BIRTH EVERY CHILD IS
CAPABLE and **COMPETENT**

Inquiry Approach
*We will research within the centre and our
community.*

Professional Development
We believe in life long learning.

100 Languages
*We will provide opportunities for
children to express themselves.*

Environment as the Third Teacher
*Our space will encourage communication and relationships and
promote opportunities for problem solving and discoveries.*

Relationships
*Relationships are at the centre of our philosophy;
True partnerships with parents that acknowledges*

Documentation
*We will celebrate and share learning. Documentation is
about what children are doing, learning and grasping.
It is used as a research tool for recognising children's
learning processes.*

Listening—Child's Voice
*Children's interests, knowledge and wonderings will
determine the direction that the learning journey
takes.*



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.

Additional information and resources about Quality Area 1 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 1: Standards and elements

Standard 1.1		
The educational program enhances each child's learning and development.		
Approved learning framework	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.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
Standard 1.2		
Educators facilitate and extend each child's learning and development.		
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3		
Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.		
Assessment and planning cycle	Element 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child's progress.

National Law and National Regulations underpinning Quality Area 1

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 1 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)	1.1.1
Section 168	Offence relating to required programs	1.1.1, 1.1.2
Regulation 73	Educational program	1.1.1
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program	1.3.1
Regulation 75	Information about educational program to be kept available	1.3.3
Regulation 76	Information about educational program to be given to parents	1.3.3
Regulation 274A NSW	Programs for children over preschool age	1.3.1
Regulation 289A NT	Programs for children over preschool age	1.3.1
Regulation 298A Queensland	Programs for children over preschool age	1.3.1

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths	<p>The Early Years Learning Framework informs the planning for all children at Kangaroo Island Children's Services (KICS). At enrolment Educators gain information from parents/care givers about their child's interests and these interests along with others that are identified over time are reflected on and programmed for.</p> <p>At this site we have processes in place that support curriculum decisions. These include a communication book where information from parents is recorded by Educators about children's learning and health so that all Educators who are in that space are aware of children's and families needs. Educators contribute reflections about individual children's learning and experiences in our reflection book, through observations, learning stories, photos, sharing folders, learning books, Individual learning Plans and Individual Learning Maps as well as through displays. Kanga's Educators have curriculum meetings with the Director, KICS Assistant Director, Educational Leaders, Childcare Educators and Preschool Educators who discuss and critically reflect on the program, children, pedagogy and individual strategies to support children in their engagement with the program. Our program is very responsive as it is based on children's needs and interests. Educators have the time during curriculum meetings to reflect and plan for the next day. Group times and experiences are intentional and planned for, children have choice within our approach and Educators follow and extend on children's interests and learning and reflect the child's voice in their programming and documenting. Information about the program is shared with parents through the newsletter, displays in the foyer and in the Joey's and Kanga's learning environment, sharing folders, learning folders, through conversations on a daily basis and cuppa's and chats.</p> <p>All Kanga's children (this includes childcare and Preschool children) have Individual Learning Plans that go with the child when they transition from being enrolled in childcare to being enrolled in Preschool. This is one way we track and monitor children's learning and provide continuity in Education for children transitioning from care to Preschool. Preschool children have a statement of learning which reflects the child's progress, which includes documenting on the child's learning in literacy and numeracy using the literacy and numeracy indicators and Early Years Learning Framework. Learning stories reflect EYLF and other resources that maybe relevant to the child's story.</p> <p>Educators use many early intervention processes which include talking to parents about referring to services such as Government and private Speech Pathologist, Occupational Therapist, Parenting KI and DfE services which support families and Educators in working collaboratively on strategies to support children to participate in the program.</p> <p>This collaboration includes working with other organisations in our community that the Director is involved in, Junction, CHAD team, Child Youth Health, Elle and Declan Foundation and the Network Group meeting (many services that come together).</p>
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 1.1 is available in the [Guide to the National Quality Framework](#).

Standard 1.1 – Program: The educational program enhances each child’s learning and development.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 1.2 is available in the [Guide to the National Quality Framework](#).

Standard 1.2 – Practice: Educators facilitate and extend each child’s learning and development.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 1.3 is available in the [Guide to the National Quality Framework](#).

Standard 1.3 – Assessment and planning: Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Key improvements sought for Quality Area 1

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.2.1	Continue learning about and embedding inquiry approach	Broaden Educators and children's understanding of the process of inquiry and how to document it.		Learn from other sites, research and through trainings and reflecting on existing knowledge as to what we can implement to achieve this. To continue to incorporate literacy and numeracy indicators in our planning and documenting. Embed acknowledgement of country in our daily practise with children.	Inquiry, Reggio and our philosophy will shine through in all areas of documenting learning.	Term 4	
1.3.1	Continue to try variety of ways to get documentation to families.	Establish consistency in what, how often and who communicates with families and via what mediums.		Experiment with the way we document and share children's learning with families.			
1.2.2	How are our children using their oral language and vocab in their learning?	We want children to be effective communicators who can follow instructions and successfully participate in group experiences.		Provide a varied amount of experiences that exposes children to a wide vocabulary and experiences. We will do this within routines and play through singing, reading, dance, actions songs, music and inquiry. We will document reciprocal conversations between Educators and children and children and children. Explore the 100			



				languages which is another way for children to express their thinking and understanding of language. Educators will model appropriate language for children, they will ask questions, provide opportunities for children to comprehend words and instruction, for children to enjoy rhythm and movement.			

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.

Additional information and resources about Quality Area 2 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 2: Standards and elements

Standard 2.1	Each child's health and physical activity is supported and promoted.	
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2	Each child is protected.	
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

National Law and National Regulations underpinning Quality Area 2

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 2 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	2.2.3
Section 165	Offence to inadequately supervise children	2.2.1
Section 166	Offence to use inappropriate discipline	2.1.1, 2.2.1
Section 167	Offence relating to protection of children from harm and hazards	2.2.1
Section 170	Offence relating to unauthorised persons on education and care service premises	2.2.1
Section 171	Offence relating to direction to exclude inappropriate persons from education and care premises	2.2.1
Regulation 77	Health, hygiene and safe food practices	2.1.2
Regulation 78	Food and beverages	2.1.3
Regulation 79	Service providing food and beverages	2.1.3
Regulation 80	Weekly menu	2.1.3
Regulation 81	Sleep and rest	2.1.1

National Law and National Regulations		Associated element
Regulation 82	Tobacco, drug and alcohol free environment	2.2.1
Regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs	2.2.1
Regulation 84	Awareness of child protection law	2.2.3
Regulation 85	Incident, injury, trauma and illness policies and procedures	2.1.2
Regulation 86	Notification to parents of incident, injury, trauma and illness	2.1.2
Regulation 87	Incident, injury, trauma and illness record	2.1.2
Regulation 88	Infectious diseases	2.1.2
Regulation 89	First aid kits	2.1.2
Regulation 90	Medical conditions policy	2.1.2
Regulation 91	Medical conditions policy to be provided to parents	2.1.2
Regulation 92	Medication record	2.1.2
Regulation 93	Administration of medication	2.1.2
Regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency	2.1.2
Regulation 95	Procedure for administration of medication	2.1.2
Regulation 96	Self-administration of medication	2.1.2
Regulation 97	Emergency and evacuation procedures	2.2.2



National Law and National Regulations		Associated element
Regulation 98	Telephone or other communication equipment	2.2.2
Regulation 99	Children leaving the education and care premises	2.2.1
Regulation 100	Risk assessment must be conducted before excursion	2.2.1
Regulation 101	Conduct of risk assessment for excursion	2.2.1
Regulation 102	Authorisation for excursions	2.2.1

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths	<p>Every child's health needs are supported by the program and are acknowledged sensitively to the child and their family. Educators provide opportunities within the routine for sleep.. Hygiene practises are incorporated into daily routines. Parents are informed of diseases, injuries and illness in accordance with the guidelines. Information is displayed in the foyer, children's individual routines are followed and the health needs of children are documented in a way that is sensitive to families but accessible to Educators. Parents are informed of injuries and illness, Educators are very diligent in their documenting of this. Processes are in place so that Educators can inform families of any incidents that may have occurred during the day.</p> <p>Nutritious foods and drinks has been a focus for many years and we continue to inform families about healthy lunch box options. We continue to encourage nude food through talking with the children about healthy choices at mealtimes and throughout play. We grow and sell our own produce and cook with fruits and vegetables that we grow in our gardens. Parents, children and Educators purchase our produce.</p> <p>Physical activity is embedded in the program, both planned and spontaneous that are designed for a variety of abilities. Accident and illness forms are utilised, parents are always informed and called for head injuries. Information is made available to families about infectious diseases. These types of processes are included in orientations for families and in the staff induction.</p> <p>Educators are made aware through correspondence in the bulletin and through staff meetings on processes to ensure each child is protected. Educators are aware and diligent with staff to child ratio's, identifying hazards, risk assessments, incorporating child protection curriculum into the program. Our sunsmart policy is embedded into our routines, children and Educators use hats for all outdoor play, use sunscreen when the UV is 3 or above and reapply according to instructions. Sunscreen is made available to families to use. Processes are in place to ensure that all relevant adults who come into KICS have current DSCI screening checks and Educators have current RAN and are informed of how to make a mandated report.</p> <p>Educators are trained to protect children through practicing emergencies, RAN training, asthma and anaphylaxis, CPR and first aid as well as Child Protection Curriculum.</p>
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 2.1 is available in the [Guide to the National Quality Framework](#).

Standard 2.1 – Health: Each child’s health and physical activity is supported and promoted.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 2.2 is available in the [Guide to the National Quality Framework](#).

Standard 2.2 – Safety: Each child is protected.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Key improvements sought for Quality Area 2

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.1	Safe sleeping, appropriate opportunities for children's needs for sleep, rest and relaxation.			All Educators to revisit SIDS DVD. Training and development opportunity for EL on sleep. Review of policy. Our environment-does it promote our policy?			
2.2.3	Through documentation how are we demonstrating that CPC is embedded in our practise?	To document what we implement to keep children safe.		Face to face RAN update. What do we already do in our documenting, what can we do better?			
2.1.3	Healthy eating and nutrition	Children to have an understanding of where food comes from, what a balanced diet is and why it's important for our health.		Continue our inquiry in sustainability, gardening and the children being involved in growing and eating our own produce.			

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.

Additional information and resources about Quality Area 3 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 3: Standards and elements

Standard 3.1		
The design of the facilities is appropriate for the operation of a service.		
Fit for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2		
The service environment is inclusive, promotes competence and supports exploration and play-based learning.		
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

National Law and National Regulations underpinning Quality Area 3

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 3 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2
Regulation 104	Fencing	3.1.1
Regulation 105	Furniture, materials and equipment	3.2.2
Regulation 106	Laundry and hygiene facilities	3.1.1
Regulation 107	Space requirements—indoor	3.1.1
Regulation 108	Space requirements—outdoor	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	3.1.1
Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1

National Law and National Regulations		Associated element
Regulation 115	Premises designed to facilitate supervision	3.1.1
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)	3.1.1
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths	<p>Educators are aware of and adhere to policies and guidelines to ensure the environment is set up appropriately with suitable resources. Resources and experiences are planned for indoor and outdoor spaces to support children's engagement and learning opportunities. The way the environment is set up promotes the capable and competent child, independence and learning through play. Children and Educators care for our environment by tidying as we go, gardening, watering, sorting waste, recycling and re-using. Children are able to explore both manmade and natural materials in play. We purchase natural and sustainable resources to play with, store and display (ie. Mats, baskets, indoor plants, wooden resources) which aligns with our current practices of collecting scraps, sorting and recycling, maintain and being water wise in the gardens and selling our own produce.</p> <p>Equipment and resources are used in a variety of ways to meet individual needs and interests of children. We plan for open ended experiences and encourage exploration. We consider the amount of resources we have out for children and make sure there is enough for all children, but not too much so the children are not overwhelmed or unable to care for the environment. Inside and outside environments are used flexibly and in multiple ways to reflect the ideas and interests that children have.</p> <p>We ensure our environment is inclusive, has ease of access, quiet areas for children to be, space for loud play and physical movement and provide space for sensory exploration.</p>
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 3.1 is available in the [Guide to the National Quality Framework](#).

Standard 3.1 – Design: The design of the facilities is appropriate for the operation of a service.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 3.2 is available in the [Guide to the National Quality Framework](#).

Standard 3.2 – Use: The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Key improvements sought for Quality Area 3

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.1	Outdoor garden upgrage	A beautiful, natural, inspiring space for children to learn.					
3.2.3	Continue to use sustainable products/materials when designing inside/outside spaces.						

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. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

Additional information and resources about Quality Area 4 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 4: Standards and elements

Standard 4.1	The design of the facilities is appropriate for the operation of a service.	
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2	Management, educators and staff are collaborative, respectful and ethical.	
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

National Law and National Regulations underpinning Quality Area 4

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 4 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1
Section 161	Offence to operate education and care service without nominated supervisor	4.1.1
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	4.1.1
Section 162	Offence to operate education and care service unless responsible person is present	4.1.1
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	4.1.1
Section 164	Offence relating to assistance to family day care educators	4.1.1
Section 164A	Offence relating to the education and care of children by family day care service	4.1.1
Section 169	Offence relating to staffing arrangements	4.1.1
Section 269	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 117A	Placing a person in day-to-day charge	4.1.1
Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1
Regulation 118	Educational leader	4.1.1

National Law and National Regulations		Associated element
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1

National Law and National Regulations		Associated element
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 153	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 154	Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths

Educators are made aware of child to staff ratios during inductions and know to ensure this is maintained at all times. Adequate staffing is provided to enhance children's learning and development and ensure their safety and wellbeing with additional Educators being rostered above ratio when required. Continuity of contracted Educators has strengthened Educators skills and relationships with each other, families and children. In collaboration with families, children are supported by additional Educators when required to ensure all children have the same opportunity to engage in learning and accessing the environment.

Through the induction process and regular training and development Educators are aware of the ethical and professional standards that govern their work and how our philosophy is reflected in our practices and interactions. KICS staff have been attending regular training focussing on relationships and building a positive work environment. Staff meetings, trainings, daily curriculum meetings and leaders meetings monthly support our ability to collaborate, affirm, challenge, support and learn from one another. Regular interactions through these forums between management and the KICS Director and KICS Assistant Director support improvement in relationships and practice.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 4.1 is available in the [Guide to the National Quality Framework](#).

Standard 4.1 – Staffing arrangements: Staffing arrangements enhance children’s learning and development.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 4.2 is available in the [Guide to the National Quality Framework](#).

Standard 4.2 – Professionalism: Management, educators and staff are collaborative, respectful and ethical.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Key improvements sought for Quality Area 4

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.1	Curriculum meetings intention to be on critical reflection, research, inquiry, reggio approach and philosophy.	A shift in how we reflect, Be critical-make it about our pedagogy and practise.		Share research Question each other Share our inquiry with colleagues and community.			
4.2.2	Celebrate and acknowledge milestones with our colleagues and families.			30/3/19 20 plus years of Service celebration. Acknowledge Educator milestones with our community.			

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.

Additional information and resources about Quality Area 4 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 4: Standards and elements

Standard 5.1		Respectful and equitable relationships are maintained with each child.
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
Standard 5.2		Each child is supported to build and maintain sensitive and responsive relationships.
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

National Law and National Regulations underpinning Quality Area 5

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 5 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 166	Offence to use inappropriate discipline	5.1.1, 5.1.2, 5.2.2
Regulation 155	Interactions with children	5.1.1, 5.1.2, 5.2.2
Regulation 156	Relationships in groups	5.2.2

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths	<p>Educators work in a collaborative way and maintain respectful and equitable relationships through curriculum meetings, staff meetings and via communicating children's individual needs to other Educators. The continuity of Educators is something that has strengthened communication between families and Educators as has the documentation we collect when children enrol and transition from one area to another within the service.</p> <p>The ways in which KICS ensures every child is supported to feel secure, confident and included is by providing all with various strategies that are communicated with the family, children and Educators. It also includes providing additional support at times to meet the individual needs of children, whether it is self funded, through PKI or from another organisation that is available in our community. This support and communication also enables Educators to be able to successfully help children manage their own behaviours so that children will learn to effectively resolve conflicts and have a positive growth mindset. Collaboration between services on the Island is strong in the early years and we continue to look at ways that all services share information to ensure the continuity in approaches and strategies are consistent and achieving positive outcomes for children's learning and development. Although collaboration between KICS and visiting services can be challenging due to the change over in human resources and services only being provided on a needs basis, we continue to connect and communicate to ensure families and children are supported through early intervention.</p> <p>Transition for children going from Joey's to Kanga's is over time and based on the needs of individual children. The parents and Educators work collaboratively throughout this process and information is shared between Educators. Children transition from one space to another in small groups, Educators develop relationships with the children in both areas prior to their transition and having open gate regularly help children develop relationships and become familiar with the environment.</p> <p>The 'Educator board' in the foyer near the entry gives children and families information about who will be with their children on that day which supports children's sense of security and belonging. Continuity of Educators in the Joey's is valued and we continuously review this process to ensure relationships are maintained. Kanga's children have small group Educators (Care and Preschool Educators) who work collaboratively to meet the needs of individual children. The transition for children who go from childcare to Preschool is strong because we share the space, Educators work collaboratively we have maintained continuity of Preschool Educators.</p>
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 5.1 is available in the [Guide to the National Quality Framework](#).

Standard 5.1 – Relationships between educators and children: Respectful and equitable relationships are maintained with each child.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 5.2 is available in the [Guide to the National Quality Framework](#).

Standard 5.2 – Relationships between children: Each child is supported to build and maintain sensitive and responsive relationships.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Key improvements sought for Quality Area 5

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.2	Reggio Principle:100 Languages	Our walls are our program. How do we maintain children's dignity and rights in our interactions, capturing moments and display learning?					
5.2.2	How can we best support children to develop self regulation?	For children to independently use strategies for their own ability to regulate their emotions.		Individual strategies for children. Discussing emotions and the impact of emotions on themselves and others. How to communicate feelings. Awareness of feelings in themselves and how to implement strategies.			

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.

Additional information and resources about Quality Area 6 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 6: Standards and elements

Standard 6.1		
Respectful relationships with families are developed and maintained and families are supported in their parenting role.		
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2		
Collaborative partnerships enhance children's inclusion, learning and wellbeing.		
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

National Law and National Regulations underpinning Quality Area 6

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 6 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 175	Offence relating to requirement to keep enrolment and other documents	6.1.3, 6.2.1
Regulation 157	Access for parents	6.1.1

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths	<ul style="list-style-type: none">• We keep policies and procedures updated and GC and staff have opportunities to have input.• Cuppa's and a chats available to families to meet about their child's learning and to share information. – extend this opportunity to Joey and Kangas's families.• Transition meetings take place when a child goes from one section to another and then from Preschool to school and then Preschool to school.• Our older friends from the cook centre visit us and we visit them. This gives opportunities for both groups to interact and connect.• The community Library come and read to the children and we visit them.• We are helping the children to look after the environment and use sustainable practises.. ie recycling our rubbish and Clean up Australia Day.• There have been many opportunities for collaboration with families and community including: Create a Healthy Lunchbox evening; The Christmas Tree Festival; Participating in the Kingscote and Parndana Shows; Educators and families coming together for the Craft Night.• Pre-school children and day care children have been involved in seeing plays, music performances.• CYH regularly doing health checks on site. A general consent form as been developed and this information is passed onto Educators to inform planning and programming.• Penneshaw, Parndana and Kingscote Preschool Directors have been working meeting regularly to discuss how to develop a more cohesive approach to enrolling children and capturing the same information from families about their children so that we have data that reflects Kangaroo Island. We are in the final stages of developing a new "All about Me" form and enrolment questions. We have also developed a Literacy and Numeracy site agreement.• Children have been involved in seeing performances at the school, Cook Centre visits, Library visits and local excursions, and school visits.• The transition policy and program to school is very successful. Support is put in place for those children who need it through the transition process and for when the child starts school.• Cuppas and chats have been continuing early this term. Leaders have had initial discussions about emailing learning stories, contacting parents via phone regularly as well as cuppas and chats. These discussions will continue.• We continue to have strong connections with Parenting KI, Senior citizens,Community Health Centre(Speech and OT), the school, the town library, CYH, private speech pathologist and DECD support services.• In 2016 the KICS Assistant Director, Site Assistant Directors all report on the seven quality areas for GC.These reports are now shared with all Educators. <p>Changes implemented in 2018 around the transition for Joey's going into Kangas was discussed with families and Educators which resulted in a change. It is working because Educators are all involved in the child's individual transition. The communication between Educators is better, the Educator are familiar to the child and families and is a person of support through this time. Educators value this process and are highly engaged in it.</p>
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 6.1 is available in the [Guide to the National Quality Framework](#).

Standard 6.1 – Supportive relationships with families: Respectful relationships with families are developed and maintained and families are supported in their parenting role.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 6.2 is available in the [Guide to the National Quality Framework](#).

Standard 6.2 – Collaborative partnerships: Collaborative partnerships enhance children’s inclusion, learning and wellbeing.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Key improvements sought for Quality Area 6

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.2.3	Continue to strengthen on our community links ie. PKI KI Education Partnership Cook Centre and Library Child and Youth Health Playgroups CHAD team Elle and Declan Foundation Network group Junction	Director and/or their delegate to continue building connections with these organisations to support children and their families.					
6.1.2	We need to continue to work on embedding family values into our documentation.	To further strengthen our connection with families and community through making learning visible to all. We want to know parents aspirations for their children.		Continue to promote Reggio Principle confident and capable child. Connecting to families via photos about what families do on K-link to inquiry on belonging.	Joey children noticing the inquiry board 6mths-3yrs.		

Quality Area 7: Governance and Leadership

This quality area of the National Quality Standard focuses on effective leadership and governance of the service to establish and maintain quality environments for children's learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service's continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service's statement of philosophy.

Additional information and resources about Quality Area 7 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 6: Standards and elements

Standard 7.1	Governance supports the operation of a quality service.	
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service's operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
Standard 7.2	Effective leadership build and promotes a positive organisational culture and professional learning community.	
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

National Law and National Regulations underpinning Quality Area 7

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 7 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3
Section 56	Notice of addition of nominated supervisor	7.1.2
Section 56A	Notice of change of a nominated supervisor's name or contact details	7.1.2
Section 161	Offence to operate education and care service without nominated supervisor	7.1.2
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	7.1.2
Section 162	Offence to operate education and care service unless responsible person is present	7.1.2
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	7.1.2
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	7.1.2, 7.1.3
Section 164	Offence relating to assistance to family day care educators	7.1.2
Section 164A	Offence relating to the education and care of children by family day care service	7.1.2, 7.1.3
Section 165	Offence to inadequately supervise children	7.1.2
Section 166	Offence to use inappropriate discipline	7.1.2

National Law and National Regulations		Associated element
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children's attendance record to be kept by approved provider	7.1.2
Regulation 159	Children's attendance record to be kept by family day care educator	7.1.2

National Law and National Regulations		Associated element
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2
Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2

National Law and National Regulations		Associated element
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – staff members	7.1.2
Regulation 358 Victoria	Working with children check to be read	7.1.2
Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2

Quality Improvement Plan for Quality Area 7

Summary of strengths for Quality Area 7

Strengths	<p>KICS ensures every effort is made provide continuity of Educators and staff at the service. Appropriate governance arrangements are in place to manage the service and the induction of Educators and staff members has been reviewed and is comprehensive. Feedback is sought from new employees as to how they found the induction process so that improvements can be made. Along with the Director, KICS Assistant Director, Educational Leaders and Preschool Educators involvement in curriculum meetings, leaders meetings, staff meetings and Performance and Development (P&D) meetings, clear goals and expectations for teaching and learning are discussed and reflected upon regularly to ensure quality improvement in teaching and learning. Although we are a large and complex organisation across three sites, we develop a philosophy collaboratively for KICS.</p> <p>P&D meetings, incident reports, Work, Health and Safety data all contribute to ensuring that Educators are fit and proper for their role. These processes also ensure Educators are informed and have the opportunity to discuss professional development requirements.</p> <p>Every staff meeting Educators as a group and in their teams reflect on the QIP. The Directors report, KICS Assistant Directors Report and the Site Assistant Director reports all contribute to informing families and Educators of progress on a monthly basis.</p> <p>Administrative processes are in place and reviewed regularly to ensure effective management which includes storing records in accordance to legislative requirements. A shared folder in Admin makes accessibility and document control more efficient.</p> <p>We notify the Regulatory Authority of any relevant changes, serious incidents and complaints. We have processes in place that ensure the Director and Assistant Director are aware of any incidents and act in a timely manner.</p> <p>The grievance process is available to families and Educators and they are made aware of this policy and procedure in orientations, enrolments and for employees in their inductions.</p> <p>Policies and Procedures are reviewed and made accessible to families and Governing Council contribute to and endorses all KICS policies and procedures.</p>
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 7.1 is available in the [Guide to the National Quality Framework](#).

Standard 7.1 – Governance: Governance supports the operation of a quality service.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 7.2 is available in the [Guide to the National Quality Framework](#).

Standard 7.2 – Leadership: Effective leadership builds and promotes a positive organisational culture and professional learning community.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Key improvements sought for Quality Area 7

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2.2	PCBC Mentoring program	Continue to provoke Educators practise through the Reggio Approach in regards to programming, documentation and inquiry.		Gowrie facilitator to mentor Educators on leadership and documentation.		Start Term 2.	
7.3.2	Professional development from 2018 is embedded into 2019 and beyond.	Reggio principles referred to and used in practise. Leadership skills acquired through mentoring program are embedded into Educators daily practise. STEM and Little Scientist training is part of the curriculum. Literacy and Numeracy Indicators are embedded in documentation. KI Education Partnership Goal: Building capacity of Educators to use indicators through training, reflection and documentation.		2019 Training on STEM-water and air. LDAR Project on reading and oral language. Project Quattro-Reggio: Encountering new perspective. Literacy Summitt.			



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