

Quality Improvement Plan – Kirinari Kindergarten

2018 National Quality Standard

Updated February 2018



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.

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (r55) 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.

Service details

Service name		Service approval number	
Kirinari Kindergarten		SE- 00010541	
Primary contacts at service			
Michelle Moore			
Physical location of service		Physical location contact details	
Street	Sewarts Road	Telephone	08 87 387323
Suburb	Allendale East	Mobile	-
State/territory	South Australia	Fax	08 87 387350
Postcode	5291	Email	Michelle.moore111@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	Ann – Marie Hayes, Executive Director State Wide	Name	Michelle Moore
Telephone		Telephone	08 87 387323
Mobile		Mobile	-
Fax		Fax	08 87 387323
Email		Email	Michelle.moore111@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

Describe the scheduled opening and closing times using 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	Closed	8:30am	Alternate even weeks – 8:30am	8:30am	Closed	Closed	Closed
Closing time	Closed	3:15pm	11:30am	3:15pm	Closed	Closed	Closed

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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Preschool opens in line with school terms (see below)

1. There is car parking on the street outside the kindergarten along Sewarts Road. We operate in school term dates and our pupil free days are determined by staff and Governing council.
2. We have a maximum of 2 pupil free days a year unless additional days are granted by DECD in special circumstances.

	Term 1	Term 2	Term 3	Term 4
2018	29 January - 13 April	30 April - 6 July	23 July - 28 September	15 October - 14 December

How are the children grouped at your service?

Kirinari is a small part-time centre with a highly fluctuating enrolments. Enrolments can fluctuate from 13-30 enrolments. In 2017 the number of children enrolled is 13.

The children are able to access both indoor and outdoor learning environments from the time of arrival. They are actively encouraged to independently write their name on the sign in sheets, put their lunch-boxes in to the baskets, put their bags away etc. before choosing where they are going to play.

The children spend a small amount of time each day in small groups which provides the children and staff with opportunities for explicit teaching, to develop children's interests and consolidate their learning.

Opportunities for 1:1 work with children and support staff and targeted small group work are also provided during the course of the Kindy day.

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

Michelle Moore – Director

Service statement of philosophy

Please insert your service's statement of philosophy here.

Kirinari- is an Aboriginal word meaning “place to learn”.

Goals for members of our Kindergarten community include:

Children and learning environment

- Children will have control over the direction of their learning and the learning should be based on their interests.
- The curriculum should foster and develop skills and dispositions for life-long learning, including those dispositions of curiosity, active participation and independence.
- Children learn through play, exploration and sensory experiences involving touching, seeing, hearing, tasting, smelling and connection to nature.
- Children have the right to a nurturing, caring and safe environment that is inclusive of all children and creates a sense of belonging.
- We promote an environment which fosters and supports children to socialise with empathy, assertiveness, mutual respect, an awareness of the rights of others, cooperation, development of conflict resolution skills, confidence and self esteem.

Families and Community

We believe parents are the most influential educators of their children, therefore:

- We work in partnerships to support and encourage families and community identity.
- We acknowledge and respect the culture and diversity of all families.
- We encourage parent and community involvement and participation in children's learning.

Staff

We believe it is essential that:

- We have a commitment to training and ongoing lifelong learning and engage in reflective practice.
- We provide a learning environment that is responsive to children's strengths and areas for growth through a play- based curriculum in which the health and well-being of children and families is paramount.
- We map and record the learning journey of children in line with the learning outcomes as defined in the Early Years Learning Framework and using a range of methods.

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		
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

- The Early Years Learning Framework – Belonging, Being and Becoming (EYLF) is used as the framework on which the curriculum is based. All documentation of children’s learning and displays reflect the EYLF.
- We use a variety of strategies to ensure that the Kindergarten Curriculum is based on the current needs, relationships and interests of the children with whom we work. We use open-ended resources, intentional teaching strategies and provide a curriculum that supports the development of dispositions for learning.
- When developing the curriculum we also consider; Reflections, Individual Learning Plans, Child Protection Goals, Parent Ideas, Learning Stories, QIP as part of our planning cycle etc.
- Educators support children in making decisions about the direction that they would like to take their learning through being flexible and responsive and responding to individual children as well as group needs through the development and delivery of an emerging curriculum.
- We plan on a fortnightly basis with all staff. Consistency in planning cycle is evident.
- The DECD Preschool Literacy and Numeracy Indicators are used to plan for, gather data and report on children’s literacy and numeracy progress.
- Staff have actively participated in partnership level Learning Design assessment and moderation (critical reflection)
- Staff work together to formulate Individual Learning Plans for ALL children of the service seeking input from families via conversations and Child Surveys upon enrolment.
- The physical design of the learning space and routine times of the Kindergarten are flexible and adapted to the needs of the children and the learning that is occurring in the moment.
- Each child is encouraged and supported to participate in all activities regardless of ability, age or gender to ensure that they are able to access the curriculum to their full potential. The staff work collaboratively with DECD support services to refer children needing extra support for additional programs such as Speech Therapy, behaviour support, etc. and work towards the individual learning goals for the child.
- We inform parents regularly about the curriculum and the current direction of children’s learning via weekly “take home “ sheets that are shared with families and which children and families can comment on and make contributions to the curriculum. In addition we inform families via displays, Newsletters, Governing Council reports, informal discussions, ILP meetings etc.

- Children's learning is documented via Children's learning Portfolios, Learning Stories, Observations, Skill quilts, photographs, work samples and videos etc.
- The whole staff team consistently reflect on our practice, curriculum, the children, the learning, assessment and reporting processes etc , making the required adaptations and additions to ensure that children's interests and opportunities for extending learning can be followed up, continued, etc.
- All staff attend staff meetings and make valued contributions to planning, delivery and documentation of children's learning.
- Educators use reflective tools such as RRR Observational scales to collect data that is analysed and then used to inform planning and implementation of practice and the curriculum. Staff worked collaboratively with the Early Childhood Leader to gather via video and written observational data and critically reflect on the data collected to inform practice and the curriculum.
- Staff participated in the Powerful learners Playful pedagogies program and the Results plus cluster group inquiry and professional learning clusters.
- Curriculum design and the learning environment reflects both planned and spontaneous learning experiences emerging from children's ideas and interests.
- Staff display strong, informed and intentional teaching practice.
- Staff are proficient in using the EYLF framework in programming, assessment and reporting.
- Documentation of planning and student development is made readily available to children and families.

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 1.3.3	Staff have reflected on the design and implementation of the Curriculum and considering how to make it more accessible to families and builds their understanding of the importance of a play based pedagogy.	<p>Documentation of the design and implementation of the curriculum is clear and easy to follow.</p> <p>Parents to actively engage in the kindergarten curriculum.</p> <p>Documentation and critical reflection of all aspects of the curriculum including child protection curriculum is evident across the year.</p>	High	<p>Staff team discussion and critical reflection on the planning cycle and how to document it in a parent friendly manner.</p> <p>Site visits to observe the way other sites engage parents in the curriculum.</p> <p>Staff research and professional readings around documentation of the curriculum.</p>	<p>Feedback from families (both formal and informal)</p> <p>Staff observation of parents engaging in curriculum displays.</p> <p>New and improved curriculum displays that appeal to and are easily understood by parents.</p>	End of term 1	<p>During week 0 staff spent time critically reflecting and developing a comprehensive connected planning cycle.</p> <p>Staff reflected on the question 'What is a meaningful way of documenting children's voice and learning?'</p>
1.3.2	Documenting and Sustaining strong critical reflection processes.	Finding the most effective method of capturing and documenting our critical reflections that are sustainable and become further imbedded in site practice.	High	<p>Staff participation in Learning Design and Moderation days.</p> <p>All staff engage with the use of the RRR observational scales as a document to gather information for reflection.</p> <p>All staff involved in Playful Pedagogy Results Plus Cluster group inquiry.</p>	<p>Staff to reflect regularly on the intention for learning in the design and delivery of the learning environment and curriculum.</p> <p>Inquiry question developed in collaboration with other cluster group participants.</p> <p>Staff reflections are reflected on and inform Professional Development Plans.</p>		<p>Staff have registered for the next Learning Design Assessment and Moderation day on 7th March.</p> <p>Staff attended STEM training and development on 12th February and have started working on exploring pedagogies that support STEM.</p>

				<p>Ensuring the planning is cyclical and the assessment is informing our practice.</p>	<p>Staff will reflect on the data from RRR and use it to improve pedagogy.</p> <p>A cyclical planning and assessment cycle is evident</p>		
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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 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

- All staff on site are trained in Anaphylaxis Management, First Aid and Asthma Management Training and copies of current certificates are held on site.
- The Director and teacher of the Kindergarten has undertaken the Child Protection Curriculum training and hold current certificates. The ECW has been provided with training in the Child protection curriculum from the site leader and will undertake formal training when made available.
- All children's Health needs, Allergies etc are documented and followed and reviewed as required.
- W H & S is documented via STAR and any actions required are followed through.
- Risk assessments for purchases, risky activities and excursions are completed to ensure the safety of children, families and staff.
- Emergency drills are undertaken regularly and incorporated into the ongoing Child Protection Curriculum.
- Steps are taken to control the spread of illness and infection in accordance with recognised guidelines. Notifications to families are made when required.
- Healthy eating , relaxation and physical activity are embedded in the program for children.
- Healthy eating and physical activity are promoted and appropriate for each child (for example a child who is use to grazing all day is able to sit at a table and eat between eating times, a child who prefers to eat alone is encouraged to do so).
- Children are encouraged to try new foods provided by or cooked with children's help at the kindergarten to encourage healthy eating choices.
- The Healthy Eating and Physical Activity Policy of the Kindergarten is reviewed annually, all stakeholders invited to contribute to the review process. Parents are informed about the Kindergarten policy on Healthy Eating and Physical Activity policy and guidelines.
- The Kindergarten has a Scope and Sequence Plan that is followed for the entire year to explicitly teach the Child Protection Curriculum.
- Staff attended SMART training with DECD Support services staff.
- Criminal History screening is undertaken for all staff, volunteers and Governing Council members of the Kindergarten.
- Documentation is thorough and reflected on regularly ,this includes, Risk assessments, Illness, accident , allergy, medication and health needs.
- Extra funding in provided at the beginning of term and when deemed necessary to ensure children's supervision, safety and wellbeing.

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
2.2.3	Incident and emergency management documentation processes need to be reviewed and improved.	Clear documentation which outlines staff roles and responsibilities in regards to incident and emergency management exists.	High	<p>Consultation with Allendale East Area School around emergency management</p> <p>Preschool involvement in discussions around incident and emergency management.</p> <p>Staff meeting discussion to include emergency procedures to clarify staff roles.</p> <p>Regular practice and review of emergency drills and practice.</p> <p>Inclusion of Emergency procedures and relevant policies included in staff induction book.</p>	<p>Emergency procedures are discussed in detail to ensure staff are aware of their role in an emergency situation.</p> <p>Emergency drills for both Invacuation and Evacuation are practiced at least twice per term and documented in Staff day book.</p> <p>Review of drills occur and are documented in staff meetings.</p> <p>Establishment of a separate Emergency Procedure book to document when they occurred and how effective.</p> <p>Kindergarten participated in the Emergency drills of the Allendale East Area School in line with provided Emergency Procedures of AEAS.</p>	<p>End of term 1</p> <p>End of term 2</p>	<p>Had beginning conversations and received new emergency action plan from AEAS.</p> <p>Practiced Kindergarten emergency drill (13/2) – documented into the staff day book.</p>

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 of the facilities is appropriate for the operation of a service.	
Fir 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

- Indoor and Outdoor environments are aesthetically pleasing with predominantly neutral and natural timber furniture that is well maintained. The outdoor learning space has many areas of interest and more than adequate shaded areas.
- The Kindergarten has a wide range of natural and man made resources that are open ended and able to be used both indoors and out.
- Outdoor equipment is stored in well labelled and appropriate shelving in a large shed and easily accessible by educators to access for children with adult Supervision.
- Indoor storage is well organised and stored in clear containers. Children are able to access a wide range of resources independently.
- The Kindergarten uses a contract cleaner to clean the Kindergarten. Staff check and wipe over children's bathrooms etc at least once per day or as required.
- Staff regularly check all equipment and physical environment to ensure safety and check for hazards.
- All electrical equipment is tested and tagged.
- DECD conducted an audit of the sites physical space and modifications were made at and site level to ensure they met standards.
- The outdoor space includes a well lit, covered learning space that can be used year round and provides shelter in inclement weather.
- There are sustainable environmental practices which include recycling, water conservation, , gardening, and recycling .
 - The environment is set up to cater for the needs and interests of the current children and they are often active in the setting up of the play spaces.
- Children are actively involved in maintaining their safe environment e.g. sweeping, tidying, packing away, watering gardens, raking bark.
- The learning environment provides 'natural rooms' that encourages small pockets of play amongst children.
- Staff have a broad understanding of playful pedagogies and are currently working with a number of other sites in the Playful Pedagogies project with Lisa Burman.
- The site has a collection of large and small loose parts for children to access freely on a daily basis and staff are continually collection resources when available to add to the collection.
- Children are encouraged and supported to develop their confidence to stretch themselves and take on personal challenges e.g. climbing the 'climbing tree'.
- Children engage in nature play for extended periods of time, demonstrate care and respect and have access to a wide range of natural resources such as logs, tree rounds, pebbles, water, mud etc. They and are encouraged to 'reset' the space and to value the natural resources.

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- Staff use language and actions to encourage children to care and respect the creatures that share the Kindergarten space e.g. spiders, bugs, insects etc. Children readily engage in exploring the habitats of insects etc. and researching for information when new creatures are found.
 - Environmental issues such as destruction of habitat, water conservation, recycling etc. are discussed with children.
 - A variety of resources are available at the site to support environmental care and sustainability.
 - Children have had opportunities to learn about local endangered species such as the Red tailed Black Cockatoo from the Project manager and how they can help preserve them.
 - The Kindergarten has daily involvement with a local Boandik Elder who regularly yarns with children about the connections of the Boandik people to nature, land and sea and the importance of caring for the environment and its inhabitants. The children are provided with knowledge via story telling, campfires, tasting food sources eaten by Boandik people etc.
 - The Kindergarten has a number of vegetable gardens and planter boxes that children are encouraged to care for, water, weed, and harvest. Children are given opportunities to take food grown home to share with families as well as using the Kindy vegetables and fruit in healthy food cooking experiences.

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
3.2.3	Embed principles of sustainability into the Kindergarten curriculum.	To enable and support children to be more environmentally responsible and embed principles of sustainability into everyday practice in the kindergarten environment.		<p>Explore bush/beach kindy option in 2018 to promote environmental responsibilities.</p> <p>Seek support and information from the Grant District Council Sustainability Officer re: sustainability strategies</p> <p>Continue to work alongside a local Boandik elder and Bush repair conservationist who has discussed issues of sustainability, caring and responsibility for the environment.</p> <p>Continue to care for our kindy environment eg. Vegetable garden, native plants etc.</p>	<p>Children's play demonstrates a knowledge of environmental awareness.</p> <p>Children are able to explain and use language to describe sustainability and environmental practices.</p> <p>An environmentally based enquiry with children is included in the curriculum.</p> <p>Sustainability and other environmental concepts are embedded into the program.</p>	End of term 2	<p>Have started preparing vegetable gardens for replanting. Weeding, turning over soil.</p> <p>One child has brought in seeds and we have begun discussions around what we want to grow.</p> <p>Talks with local community members around conservation work and future involvement around to bush/ beach kindy.</p>

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.**

Quality Area 4: Standards and elements

Standard 4.1		
Staffing arrangements enhance children's learning and development.		
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
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1

National Law and National Regulations		Associated element
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

- All staff are provided with non contact time for programming and planning, developing Individual learning Plans, meeting with support personnel, parents etc.
- Staff meetings and planning occurs on a fortnightly basis in addition to reflection time at the end of each day.
- Staff to child ratios are maintained and extra staffing sourced from HR and site funds as required. Planned and documented Rosters exist for lunch breaks, indoor outdoor supervision, group time responsibilities etc
- We have a very competent and reliable list of core Temporary Relief teachers and Early Childhood Workers whom the children and families are familiar with. Relief staff are included in Kindergarten events, training and development and in staff team building events.
- All teaching staff hold a Bachelor of Education in Early Childhood Education.
- The Early Childhood Worker has completed both the Certificate 3.
- Routines and group times are structured to ensure maximum staff 'on the floor'.
- The Kindergarten educator ratios are always maintained and extra staff are employed in times when deemed beneficial to the children's wellbeing and learning e.g. at the beginning of each year and during transition both into and out of Kindergarten.
- Parents, Governing Council and staff have worked collaboratively to develop a whole site philosophy which is reviewed twice yearly by Staff, Governing Council and other interested stakeholders. Policies of site and DECD are reviewed as required.
- Staff members recognise and respect each other's strengths in teaching/curriculum and these are used in teaching practice. Open dialogue and critical reflection is embedded in the Kindergarten.
- Governing Council meeting minutes are readily available to staff and they are kept informed through staff meetings, staff notice area etc.
- Kirinari has a wide variety of professional publications that are accessible at all times. New resources are purchased and sourced regularly for ideas, to improve practice, theory etc
- All staff actively participate in Performance Development based on the Professional standards for Teachers, Job Descriptions and the Code of Ethics. Processes are well documented and reviewed twice yearly.
- All staff have a strong connection with children's families. And all families are treated with respect and are able to make valued contributions across the site. Including childrens learning, Governing Council, working bees etc.

- The Director has a sound understanding and knowledge of Aboriginal learners and ensuring Aboriginal perspectives are evident in the curriculum.
- Processes in place for reflective practice and staff programming.

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

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 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

- Educators engage with children in play scaffolding learning ,offering support and engaging in shared reciprocal conversations with children.
- Staff develop relationships with children that are respectful, warm, trusting, responsive to their needs and are inclusive of all children.
- All children and families are supported to develop a true sense of belonging.
- Positive interactions with children and their families are developed and a great sense of community is evident
- The structure of the Kindergarten day allows for flexibility, small and large group experiences and extensive periods of free play.
- Educators continuously reflect on children’s learning and interactions and build on individual children’s involvement and engagement levels within the Kindergarten environment/curriculum.
- Visual strategies are employed with all children to support the inclusion of all children within the setting.
- All children have Individual Learning Plans that are reviewed and adapted as progress along the learning continuum is made.
- Children are provided with the opportunity to engage in play based learning and in collaboration with peers and adults alike.
- Children are provided with ample opportunities to participate in an environment that is rich in opportunities to develop friendships and interact with peers via small group and large groups, on an individual basis and during free play.
- In conflict situations children are encouraged to use phrases such as “stop I don’t like it” when asserting their rights etc. and regular discussions occur as part of the sites Child Protection Curriculum around this theme.
- Behaviour is managed in a positive manner. Children are given support to manage their own behaviour , deal with emotions, resolve conflict etc. Children are involved in the formulation of ‘kindy rules for safety’ to encourage a sense of collective responsibility for keeping safe.
- Behaviour Support Plans are developed and documented in collaboration with families for children who need additional support and reviewed through informal discussion and meetings.
- Children who lack confidence or require support to assert themselves are encouraged to use visuals that illustrate the acceptable behaviours within the kindergarten e.g. “safe hands”, “safe feet”, “good words” etc to use as tools to help them deal with conflict situations.
- Visuals and cues are used to support children in a variety of ways.

- Child protection themes such as feelings, rights of others, fair and un-fair are explored and communicated to/with children .
- Children are encouraged to seek adult support and comfort when they require it.

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
5.2.2	Improving parental awareness of the sites behaviour support policy.	<p>Review behaviour support policies and procedures with input from all families.</p> <p>To create a policy that is inclusive of all children and their individual needs.</p>	High	<p>Review current behaviour support policy.</p> <p>Work closely with families with children with additional needs</p> <p>Providing information to all families around behaviour support strategies, phrases used etc.</p> <p>Seeking parent input via governing council, newsletters, conversations etc.</p> <p>Offer Circle of security parenting program.</p>	<p>Behaviour support strategies that support individual children's needs.</p> <p>All families are contribute and are familiar with the behaviour support policy of the site.</p>	End of term 1	

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 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

We believe that our location in a small rural community and lower numbers of enrolments allows us the opportunity to establish close relationships with students and their families.

- Parents are supportive and participate willingly in the curriculum and readily offer suggestions etc that are incorporated into the curriculum where appropriate.
- Effective enrolment and orientation processes are undertaken/exist. Parents are contacted personally to attend a tour of the Kindergarten and to receive their enrolment information packages, fill out required enrolment forms and ask any questions they may have, raise concerns about their children etc. Many children and parents attend the sites playgroup prior to beginning Pre-Entry so are quite familiar with the site prior to commencement. Children attend Pre-Entry sessions for the last 3 weeks of the term prior to commencing full time Kindergarten, more visits are enabled if required.
- Information about the Kindergarten is provided to families via Newsletters, Information boards, family events, learning stories, Individual learning Plans, Child learning portfolios, centre displays, Governing Council meetings and informal discussions.
- Parents are valued by staff and their efforts are acknowledged and supported in their role.
- Individual needs of children, parent concerns etc are acknowledged and staff are readily available to discuss issues as they arise. Opportunities exist to attend confidential interviews aimed at addressing concerns and to establish mutually acceptable outcomes.
- Information is sought from families on enrolment about their children, needs, interests, development via Child surveys, informal discussions, Learning story feedback etc.
- There is a strong and active Governing Council group .
- Cultural information is sought from families in an effort to ensure the culture and beliefs of the family can be supported in the Kindergarten learning environment
- Educators work in collaboration with specialist support agencies, children and families to support children to maximise educational outcomes and to ensure smooth and successful transitions to Kindy and to school. Staff willingly participate in training and development aimed at improving staff capacity and knowledge of appropriate strategies etc to be utilised with children with additional needs.
- Children who are eligible to utilize the school buses are fully supervised by staff and taken over to the bus zone each day ensuring their safety.
- Excursions of any type have documented risk assessments completed before they are approved.

- The Kindergarten builds relationships with the wider community through interacting with Junior primary classes, utilizing school facilities, supporting community centre craft markets via being stall holders, promoting OSHC and services provided by the local community centre, excursions to local businesses and places of interest.
- Staff are active members of a variety of Professional Groups and Professional learning Communities such as results Plus, Playful pedagogies, Blue lake partnership groups.
- The Kindergarten has strong relationships with a local Boandik Elder who regularly visits to share culture through authentic means such as yarning around the campfire telling stories, songs and dance, introducing children to the food sources that were eaten by ancestors, sharing Boandik language etc.
- Child and Youth health attend the Kindergarten to undertake health screens twice per year and share with staff any information that impacts on the child's health and or wellbeing and what course of action should be taken to ensure the best support of the child's needs.
- The Kindergarten has been working collaboratively on improving transition processes and deepening the connection with Allendale East Area School which is the main feeder school to ensure a smoother transition for children. In addition we work alongside the junior primary staff in a Playful Pedagogy PLC.

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
6.1.3	Supporting parents and families to access a range of community services and resources in the local and wider community.	<p>Parents have increased awareness of and access to services available in the local and wider community.</p> <p>A parent information area that provides information for families about local community services and resources is established and maintained.</p>	Medium	<p>Opportunities to be provided for interested families to participate in Circle Of Security Parenting Courses in 2018.</p> <p>Community Services and Support organisation library that includes information that can be readily and independently accessed by parents is established and reviewed regularly by staff for currency.</p> <p>Survey families about what information they would find valuable and services they know of that support families. Approach Port MacDonnell Community Centre and organisations in Mount Gambier for information brochures etc.</p>	<p>Parental engagement in community services and using the resources available to them.</p> <p>An informative Community Services and Support organisation library for parents is established. Parent accessing information independently.</p>	End of term 1	Staff are beginning to collect information from local community about services available.
6.2.1/ 6.2.3	Strengthening the connectedness between	A stronger sense of community and connectedness between the	Medium	Working in collaboration with AEAS to create continuity of learning across the two sites.	Continuity of learning between school and preschool.	End of term 3	Working collaboratively with local school during STEM training on 12/2.

	community and working in partnership with local services including the local feeder school.	kindergarten and other services in the community (eg. Library, Community center, School)		<p>Organisation of cross site visits and interactions between AEAS and Kirinari kindergarten</p> <p>Make connection with services in community to organise visits/ information eg. Library, sustainability officer, emergency services,</p> <p>Continue to work with Ken Jones (local Aboriginal Elder) - sustainability and indigenous culture and language.</p> <p>Accessing DECD support services eg. Speech pathologists, behaviour coach, special education services.</p>	<p>Critical reflection in early years cluster groups/ staff teams.</p> <p>Connection with community groups and services.</p> <p>Accessing DECD support services when needed.</p>		Completed a record of consultation and request for additional services in conjunction with child's parents.
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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.

Quality Area 7: 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

National Law and National Regulations		Associated element
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
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

National Law and National Regulations		Associated element
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
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

National Law and National Regulations		Associated element
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

Strengths

- Effective governance arrangements exist to effectively manage the site.
- Comprehensive reports are provided to the Governing Council at all Governing Council meetings.
- Annual Reports are provided to all required stakeholders.
- The Kindergarten has a pool of regular relief staff whom have well established, strong relationships with children and their families.
- Induction processes are evident and reviewed regularly .eg. Staff and volunteer induction book, Induction checklist, Guided site tour etc.
- Parent contributions and feedback is valued in regards to centre processes, children's learning , events, reports etc.
- Staff plan, reflect and review, implement and evaluate the curriculum and use the information to report to families and develop Individual learning plans
- All staff are committed and demonstrate professionalism at all times are familiar and abide by the Code of ethics.
- Regular celebrations and team building activities occur both on an off site.
- The Quality Improvement Plan for the site is developed and reviewed with Staff and Governing Council making contributions to varying degrees.
- A Performance Development Plan (PDP) process is operational at the kindergarten and occurs twice yearly or as often as required . The PDP process includes use of Code of Ethics, Professional Standards for Teachers, Job Description and the Quality Improvement Plan,
- The planning cycle of the site is documented, reviewed and adapted regularly.
- All centre policies are reviewed.
- Administrative systems are established and maintained to ensure the site operates effectively and confidentiality is ensured. Systems in use include, the Early Years System, STAR ,VSP, Human Resource Management, IRMS, Fabsnet, LearnLink etc.
- Illness , health needs, medication and accident records are maintained and reviewed with families.
- Parent complaints are dealt with according to DECD procedures and is provided to families on enrolment.
- All records are stored in a locked facility to ensure the maintenance of confidentiality.
- Invacuation and evacuation procedures are practiced and reviewed.

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
7.1	Service philosophy and purpose is authentically reviewed and includes the contribution of a range of stakeholders.	A philosophy in which includes the contribution of all stakeholders is evident.	High	Collect input from parents through surveys, governing council, displays. A working group for developing/ updating the site philosophy	A philosophy statement which is authentic and reflects the service. All stake holders contributions are included in the philosophy.	End of term 1	
7.2	Consolidate processes for developing our programming and planning cycle.	Continue to build our collaboration and assessment	High	Continue to unpack literacy and numeracy indicators Critically reflecting on our Learning design. LDAM (learning Design and Moderation) training and development days Playful pedagogy cluster group work and meeting.	Well documented and comprehensive assessment of and for learning.	End of term 4	Staff have registered for the next Learning Design Assessment and Moderation day on 7 th March. Staff attended STEM training and development on 12 th February and have started working on exploring pedagogies that support STEM.

Notes