Quality Improvement Plan

MELALEUCA PARK KINDERGARTEN

LEARNING OUTSIDE IN NATURE'S WAY

Australian Children's Education & Care Quality Authority

- 2018 National Quality Standard

Updated January 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
Melaleuca Park Kindergarten	SE 00010625

Primary contacts at service	
Sharon Devlin	

Physical location of service		Physical location contact details	
Street	**65 Boandik Terrace**	Telephone	**08 87 23 55 13**
Suburb	**Mount Gambier**	Mobile	**0439775092 kindy mobile**
State/territory	**South Australia**	Fax	**08 87 23 9 15**
Postcode	**5290**	Email	**Sharon.devlin448@schools.sa.edu.au**

Approved Provider		Nominated Supervisor	
Primary contact	**Department of Education and Child Development Primary contact: Ann-Marie Hayes Telephone: (08) 8226 3463 Fax: (08) 8226 0159 Email: AnnMarie.Hayes2@sa.gov.au**	Name	**Sharon Devlin**
Telephone		Telephone	**08 87 23 55 13**
Mobile		Mobile	**Personal:0407239266**
Fax		Fax	**08 87 23 98 15**
Email		Email	**As above**

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	9.00	9.00	9.00	9.00	9.00	closed	closed
Closing time	15.00	15.00	15.00	15.00	15.00	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.

Term 1 Monday 29 January, 2018 Friday 13 April, 2018 11 Weeks

Term 2 Monday 30 April, 2018 Friday 6 July, 2018 10 Weeks

Term 3 Monday 23 July, 2018 Friday 28 September, 2018 10 Weeks

Term 4 Monday 15 October, 2018 Friday 14 December, 2018 9 Weeks

Kindergarten has allocated parking at the front off Boandik Terrace and Rear off Ayres Street.

We have a maximum of 2 pupil free days a year with additional days granted by DECD in special circumstances.

How are the children grouped at your service?

Our Kindergarten offers Universal Access to preschool that is 15 hours of preschool for all children in their eligible year and operates Monday to Friday. We have children enrolled in full day kindy sessions across the week and the majority across two weeks with a two week booking pattern of two days one week 3 the next, this enables more flexibility for working families who also access childcare. Our families are very diverse. Kindergarten staff work respectfully beside all families supporting parents in their vital parenting role, through discussions, provision of written information, making referrals as appropriate and organising courses at the centre. With the diversity of families comes a range of complexities, therefore we provide opportunities for all children to access learning experiences and build relationships with educators and their peers based on individual learning goals. Mixed ages and abilities in all sessions including Aboriginal 3 year olds. Our 3 year olds and their families are an active part of our Aboriginal Family Literacy Strategy. There is an Occasional Care program 2 sessions a week, Tuesday morning 2 years and over and Wednesday am session under 2's and over 2's with a supported playgroup running each Friday morning throughout the year alongside our Friday morning Kindy session. The Occasional care program is integrated into to kindy program with the children participating in play based learning with their educators. The Lunch care program is part of each child's 15 hours a week with children grouped into lunch care program daily with a teacher and educators supervising lunch and interacting with the children providing rich literacy experiences and opportunities to teach and in-form children about Healthy Eating Practices and WOW (wipe out waste and sustainability practices at kindergarten)

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

Sharon Devlin Director- Nominated Supervisor

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:_____

Service statement of philosophy

Please insert your service's statement of philosophy here.

Service statement of philosophy

At Melaleuca Park Kindergarten:

We value relationships with children, families, staff and the wider community. We recognize and respect parents and care givers as their child's first educator and promote a trusting and nurturing environment. We strive to ensure that each child feels a strong sense of belonging to the kindergarten. We value parent and community 'voice' and strive to develop authentic partnerships with parents and caregivers.

We believe that children learn best through play and in an environment where children feel safe, secure and free to express themselves. Children are encouraged and supported to take risks, challenge themselves, problem solve, explore and build resilience and persistence. (Educators are responsive to children's ideas, interests, strengths and areas of growth to develop a holistic, inclusive and equitable 'program'. We strive to find ways for children to connect to their natural environment and learn about sustainable practices.

Educators work together to embed a culture of equity, collaboration and innovation towards a shared vision and goals. We foster a culture of learning, respect and growth for the community. We value and respect the culture of our families and strive to celebrate the diversity of our community.

Our vision:

All Children will experience success and positive learning outcomes and be active and civil citizens

Our Mission:

To provide a safe learning space with a focus on nature play where well-being and learning is the focus of everything we do through playful pedagogies and respectful ways of being.

Literacy and Numeracy Indicators	Intentionality	Resourcing
Preschool Literacy and Numeracy Matrix	**Professional Development Planning Critical reflection dialogue.**	**Educators engaged in reflective practice**
RRR LDAM Results Plus	Aboriginal Family Literacy strategy 2018 Aboriginal Reading Project- a shared inquiry project with Melaleuca Park Primary school. Our involvement in Aboriginal family literacy Strategy drives site directions for 2018 - *What practice effectively acknowledge, enable and grow every Aboriginal child as a capable and competent reader.* *"With the focus on Aboriginal children it is best practice for all children with our engagement in the inquiry project.*	Playful Pedagogies Learning environments
Community Connections	Relationships with children	Collaborative Partnerships
Family engagement connecting with families through ILP's development and curriculum planning.	Continuity of learning and Transitions	Child protection Curriculum
Building Educator Capacity	Circle of Security/ Well-Being	Speech Play/Oral language

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	**Educational program and practice.**
	• Educators are active in the learning environment to foster children's curiosity and wonder and stretch their thinking and ideas and use intentional teaching to scaffold learning.
	• Educators are inclusive of every child and encourage their participation in the learning experiences. Each child in the centre is valued and supported to build a sense of belonging to the kindergarten. Each child is encouraged and supported to participate in all activities regardless of ability, age or gender.
	• Educators are respectful of parents and build trusting relationships and strong connections with children, families and each other to ensure everyone is included, are respected and work together in the best interest of the child.
	• The curriculum planning is emergent and the parent and child's voice drives our curriculum choices and decisions; with children's knowledge, interests, ideas and abilities at the basis of planned and spontaneous experiences.
	• Whilst our staff team have their own beliefs and understandings they share the centre philosophy.
	• Wellbeing is paramount to success in learning and Positive Relationships are paramount to continued learning.
	• Educators are more willing to engage in reflective discussion.
	• Playful pedagogies, story tables, small world play and loose parts play and book making are the basis for Literacy and Numeracy learning.
	• Children are given the opportunity to express themselves non-verbally through art engaging with a community artist in residence.
	• The EYLF BBB underpins our planning, programming, recording and termly learning summaries.
	• The use of raps and rhymes and songs in the kindy setting daily, provides opportunities for children to learn and practice language skills. (Patterns and rhythm and sounds) Making early literacy learning fun and enjoyable.
	• Monitoring children's expressive and receptive language usage and understanding to identify any concerns. (Children referred to Speech Pathologists for assessment) Early intervention strategies are used to identify and support children who show learning difficulties.
	• Shared Play and discovery time activities, play experiences with the Melaleuca Park School promote problem solving with educators scaffolding, including peers, to enhance learning.

- Educators engage in both planned intentional learning experiences and spontaneous experiences to encourage and extend children's social interaction.

- Through knowing our families and building relationships we better understand what experiences and learning families bring and this is reflected in our planning.

- A range of visual strategies are used daily to support children who are visual learners, or those requiring additional learning support.

- Regular Relief staff are used allowing continuity, with continued maximisation of children in a familiar routine.

- The emergent curriculum wall displays our curriculum; our programming is ongoing and flexible to follow learner engagement, interest and involvement.

- Children's "My Story Folders contain a range of individual and group learning stories, children's work samples and examples of achievement in all curriculum areas, including Literacy and Numeracy, which are site focus areas. The folders are accessible to children, staff and families at all times.

- Displays of children's work and photographs that capture children learning through play based experiences are labelled with intentional teaching and learning information.
- Each child's strengths and agency inform the basis of everything we do in the centre

Assessment and Planning
- Educators continually reflect on each child's learning journey, which guides future planning with purpose and relevance.

- Emergent curriculum planning is well documented and shared.

- Educators are familiar with the RRR document and some educators have engaged with it to collect data.

- EYLF is utilised to inform and guide assessment and planning.

- The Educators all participate in an improvement cycle.

- Data informs planning, implementation, monitoring, reviewing and reporting.
- Ample time given for all children to play together in self-initiated play and free exploration of the kindy environment.

- We focus on oral literacy through vocabulary and conversation within a play based curriculum

- Children are given the opportunity to express themselves non-verbally through art and music activities.

- Opportunities for children to share information and ideas about their learning and life experiences with others.

- Educators share findings with each other about each child's development and learning achievement for documentation, celebration and monitoring of programmes.

- The Melaleuca Park Kindergarten and Junior Primary Results Plus hub group discuss learning and development across the early years into the junior primary years.

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
1.1.1 1.1.2 1.3.3 1.3.1 Linked to QA 5,6,7	Through site self-review processes, a more consistent and effective assessment and planning cycle needs to established and implemented to support each child's learning and development.	All educators actively contribute to an ongoing reflective planning cycle which improves learning outcomes for each child. . Find better ways to effectively capture and document our critical reflections embed and sustain throughout the year.	H	Educators to review current planning cycle and identify areas for improvement. Educators use the EYLF BBB Planning Cycle of Question-Plan-Act/Do-Reflect/Review to develop site planning cycle. Educators use the DECD Early Years Educator Companion as a resource to guide and support collaborative reflective practice. A termly review of the planning cycle is conducted and changes made where appropriate Educators participate in Learning Design, Assessment and Moderation Professional Development days.	When reflective practices are being completed and each child's reflections are being documented. Will be seen in learning stories and summative reports. When charts and systems are being used regularly to document children's progress. Each child's learning story has an easily identifiable follow on and reflection. Documentation and assessment provides evidence that individual children's learning and development is supported as part of an effective ongoing planning cycle.	Term 1 Term 1 End of Term 4, used during staff meetings End of each term End of term 2	Educators and staff have been reflecting on individual's children's learning and recording observations in observation folder. All children have been grouped using Yakka Trakka communication tool so that educators can plan for the needs of individual children. Staff have been having general discussions with parents building relationships in readiness for ILP planning. A white board has been added to planning display to record daily learning experiences and developing interests of children.

	The site has been part of a DECD Aboriginal Family Literacy Strategy which continues to drive site directions for 2018	Building Educators Capacity to nurture children's identity as capable and competent readers.	H	Educators engage in professional learning with Professor Pauline Harris' Literacy Modules
				
				Educators reflect on learning from literacy modules and plan future actions
				
				The 4 roles of a reader model are used intensively in the planning cycle.
				
				Trial of DECD Literacy Matrix to monitor children's literacy progress.
				
				Respect, Reflect, relate observational scales are used as a tool for critical reflection.
				  - Active learning environment
				  - Involvement scales.
					Educators recording reading interactions 2x a day per day.
					Educators having a deeper understanding of a holistic approach to reading which includes the 4 roles of a reader model (4RM)
					  - Text participant
					  - Text Analysts
					  - Text decoder
					  - Text user
					Staff confidently using 4 RM language in discussions with each other and in documentation of children's learning.
					
					Individual children demonstrate literacy progress in the Literacy Matrix.
					
					RRR Data demonstrates increased involvement of educators
						End of Term 2 2018	Educators engaged in professional training and development with module four- children engaging in text and making meaning with Professor Pauline Harris Wednesday 14th Feb18.
							
							AFLS teachers and leadership teams inquiry day project introduction and planning for collaboration and action for change.

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	**2.1 Each Child's Health and Physical Activity is Promoted**
	• Each child's health care needs are supported.
	• Centre staff work sensitively beside all families supporting parents in their vital parenting role, through discussions, provision of written information, making referrals as appropriate and organising courses for parents and training and development for staff at the centre.
	• Centre staff regularly liaises with families about children's health needs and communicate with each other. Copies of Health Care plans are kept in children's individual files.
	• Staff are innovative and inclusive of children with special needs and actively includes them into the main stream group at the kindergarten.
	• Termly reviews of enrolment and health care plans.
	• All children and centre staff health care needs, such as anaphylaxis, asthma and health management are kept in staff/children's individual files. Plans and photographs of children and staff requiring health care are kept on a chart in kitchen on cupboard.
	• Policies and procedures relating to accident, illness, medical conditions in children and infectious diseases are up dated and reviewed and are compliant with regulations.
	• All staff are current with Anaphylaxis Training and Asthma Management.
	• Rest and relaxation tai chi and areas for both inside and out.
	• Handwashing practices for children re encouraged daily and procedures practiced. New foam hand washing dispensers have been installed in child bathroom area along with paper towel dispensers to avoid cross contamination of germs. Our Kindy is a "lunchbox" service and we believe families have the right to offer children foods of their choice. We encourage all families to provide healthy options and ask to limit some foods. Staff encourages fruit for fruit time and healthy choices for snacks. Staff encourage and model healthy eating.
	• We have committed to weekly cooking to engage children in healthy foods, having a cycle of planting and harvesting veggies from our garden, sharing recipes with families, sharing information about our healthy food policy in our parent handbook and in our policies folder, having healthy eating dis-plays, and having parents come in and cook family recipes with groups of children.
	• We have small number of children who attend who have high allergies and intolerances to foods. This is well managed within the service and all families, educators and children are given information about our management.

2:2 Each child is protected.

- Risk assessment and Risk benefit are explored and documented for all learners in our environment.
- We recognise that children are capable and confident learners. Plans are actioned to ensure safety and wellbeing of all children.
- Educators at our service undertake training in child protection issue and are aware of obligations under current child protection law. We have policies in place to provide for a child safe environment, and offer information to families on this issue.
- Staff supervision indoors and out
- Well established and practiced emergency procedures all signage and emergency evacuation procedures have been updated this year.
- All staff have mandatory notification training and are aware of their responsibilities to report -CARL
- All staff Familiar with Child Protection Curriculum.
- All Staff attended onsite training and development SMART training with DECD Support services staff.
- We have a very successful visual cue card program to help all children regulate unsafe behaviours, thumbs up and thumbs down, safe feet, safe hands, good listening and good words.
- Documentation of Risk Assessment planning for excursions.
- Criminal History Screening is actioned for everyone working and volunteering at our kindergarten.
- Ongoing training and development for all educators around behaviour management planning and implementing ideas and strategies for individual children – seeking strategies for supporting us with our large cohort of tricky kids.
- Our Nature Play Outdoor Learning Environment has been designed to provide challenge, exploration, excitement and risk for all children.
- Risk assessment and Risk benefit are explored and documented for all learners in our environment.
- We recognise that children are capable and confident learners. Plans are actioned to ensure safety and wellbeing of all children.
- Educators at our service undertake training in child protection issue and are aware of obligations under current child protection law. We have policies in place to provide for a child safe environment, and offer information to families on this issue.

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 Links 5.2.2	The child protection curriculum needs to be planned for and implemented throughout the year.	The Child protection curriculum is embedded in the planning cycle	H	All staff to undertake for-mal Child Protection Training. All staff work to develop a Planner for delivery of Child protection curriculum throughout the year. Daily routine of kindy to be reviewed and modified to include a group times with a focus on CPC and social skills. Child Protection Curriculum is implemented in a timely manner and evaluated as part of the planning cycle	All staff completed formal CPC training 2018. Evident in children's portfolios and displays. Children using Child protection Curriculum language. Children having greater awareness of the rights of others. Evident in planning cycle throughout the year.	By End of Term 3 By end of term 1 By end of term 1 By end of term 1 and ongoing throughout the year	All staff booked into Professional training and development day 10th August 18. Site closure day planned. All staff have discussed development of social skills/CPC small groups. CPC focus has been added to planning cycle.

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	**Physical Environment**
	• Both the indoor and outdoor areas are attractive, well-furnished and well resourced. Well maintained facilities
	• Appropriate storage of outdoor equipment. Storage of outdoor equipment appropriate and accessible for educators to provide access for children with supervision.
	• Appropriate furniture and equipment for children's use
	• Open ended use of equipment and facilities for outdoor spaces
	• Shaded outdoor areas for children to participate safely in outdoor learning activities
	• Built and natural environment
	• Our kindergarten has a regular cleaner and we engage the help of parents on our cleaning roster for the end of each day.
	• Regular equipment checks are carried out; physical spaces are checked for hazards.
	• All electrical equipment is tested and tagged.
	• Staff have reflected on the learning environment indoors and in-between spaces, we have decluttered our learning spaces, provided lots of natural re-sources and open-ended resources or children to explore. Our environments meet the needs of all children.
	• Physical environment audit conducted and modifications made at DECD and site level.
	• The positioning of the occasional care playroom allows good support for Occasional care staff from the kindergarten when needed and friendly interaction between the two groups of children while allowing separate activities when desired. Shared use of the bathroom facilities is also enabled.
	• The veranda area has clear, plastic pull down blinds which allow it to be used in inclement weather and as a storage area for the children's bags.
	• Our New Nature Play outdoor environment is quite large and not all play spaces are visible from one point. Supervision is required at all times in the Out-door learning area. Innovative ways to seek effective supervision and engagement of staff in our large nature play space is ongoing and. planning document-ed.
	• There are sustainable environmental practices which include recycling, water conservation, gardening, composting and recycling.
	• Children's awareness of their responsibility towards the environment has been raised with children using recycling bins for compost and paper at snack and lunch times

The service environment is inclusive, promotes competence and supports exploration and play- based Learning.
- Children are actively involved in maintaining their safe environment e.g. sweeping, tidying, packing away, watering gardens, raking bark.
- The environment provides plenty of texture, space, height and play spaces easily adapted for a variety of uses. Plenty of space, allowing for social and collaborative play.
- Staff have worked through a playful pedagogies inquiry project with the Melaleuca Park Primary school around "Loose Parts Play"
- The site has a collection of large and small loose parts for children to access freely on a daily basis.

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 Children are supported to become environmentally responsible and show respect for the environment.	The site underwent a major outdoor learning environment upgrade and sustainability practices now need to be embedded into service operations.	Educators and children develop understandings of sustainable practices which are embedded into the daily routine	M	Intentional planning including environmental issues/sustainability education. Inquiry Projects with children. Developing a new composting area and using this compost in our vegetable gardens. Including recycling bins inside the centre for scrap paper and encouraging children to use them appropriately.	There are effective sustainable practices evident at site. Children become enthusiastic composters and assist staff regularly to deposit fruit scraps. Children understand and articulate the purpose of composting. Children confidently use recycling bins and understand and articulate the purpose of recycling. Evidence of learning in learning stories and Learning summaries. Children using the language of environmental awareness in their play.	End of term 3	Staff have been having conversation with all children about our garden, and composting our food scraps. – new compost bin has been purchased.

Quality Area 4: Staffing arrangements

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

- We are warm and responsive to children through our interactions
- interactions with everyone convey respect and are ethical
- We allow staff to explore areas of their strengths – Tai Chi and Music
- Staffing arrangements are designed to ensure children's safety and to maximise learning
- Our service has a stable team of 8 educators /staff who have a strong connection with children's families. We have regular relief staff that support routines and continuity of learning.
- Qualifications are maintained at all times.
- Our service meets the required child educator ratio at all times.
- We have a Results Plus Teacher / Mentor on site along with 0.8 Aboriginal Family Literacy teacher which is shared by two 0.4 teachers working collaboratively across sites this allows for the service to have access and truly support our knowledge of curriculum and pedagogical leadership to create better outcomes for 3-year-old Aboriginal children and all our children.
- Processes in place for reflective practice and staff programming.
- Our service is very supportive and encourages and support new staff.

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 Links with QA1 QA 5 QA 7	Educators need to challenge, support and learn from each other to further develop their skills and to improve practice.	Educators work with mutual respect as they engage in collaborative reflective dialogue which builds individual educator capacity.	M	Mentoring and Support all educators to become pedagogical leaders, support each other in creating an environment rich in learning and purpose. Educators to revisit and become more aware of professional standards for teachers. Brain storm and discuss at staff meeting what do respectful relationships look like at MPK. RRR– Educators and staff engaging with the document for reflective practice. Develop effective PDP processes that connect to site priorities.	Staff working alongside each other to gain a common understanding of quality early childhood practice. Teachers are viewed as curriculum leaders and are called upon to support and mentor all staff respectfully. High level of contributions from all staff in inquiry projects, records of learning, staff meeting contributions. Professional standards guide practice, interactions and relationships.	Ongoing throughout 2018	

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	Relationships with Children
	Melaleuca Park kindergarten has high numbers of children enrolled with significant needs including significant speech and language delays, significant behaviour issues relating to poverty, trauma and abuse and many children with significant undiagnosed learning disabilities. It is our firm belief that as children grow and develop it is important that they have secure and trusting relationships with the adults in their lives. It is our privilege and responsibility to ensure that we can create a place of warmth, trust, growth and happiness for children. At Melaleuca Park kindy support and care is given to all children in a supportive space. • All educators /staff strive to have respectful and equitable enriching relationships with every child. • We think that the right of each child to learn through play is very important and strive to provide each child with individual attention and sup-port. • Educators /staff support children to develop good self-esteem and self-worth to manage conflict and self-regulation. • Each child is supported to manage their own behaviour. Behaviour management plans are action as required and behaviour support process are followed. • Site philosophy guides interactions with children. • Educators critically reflect strategies and values to encourage children to be responsible for their own behaviours and learning. • Our Visual Strategies that we use at kindy are inclusive of all children's needs. • There is greater level of engagement of Educator /staff /children. • All Staff are aware of their role as active participants in children's learning environments. • All children are supported to develop a sense of belonging. • Educators/ Staff are respectful to the needs of all children. • We have flexibility in the structure of our kindy days. • We collaborate with the junior primary classes in playful pedagogies and inquiry projects. (Loose Parts Play) and (Literacy and Numeracy) • All children are encouraged and supported to learn from the help of others through collaborative learning processes.

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
5.1.1 5.2.2 Links to 1.1.2	Interactions with children may not always be responsive to individual children's needs.	. Educators engage in responsive and positive interactions with all children.	M	Staff will use regular observations to determine who might need support to connect with their peers and educators. Group games and experiences will be set up to encourage the children to engage with others in play settings Staff will have opportunities to reflect on building relationships RRR relationships tool as a resource for reflection All educators will participate in Circle of Security training.	When all children feel connected and apart of the learning environment. When observations and reflections using the RRR tool are used effectively to determine engagement levels Our relationships reflect care and empathy- we reach out to others and build nurturing relationships. Educators develop deeper understandings of secure based attachments and children's needs using the Circle of Security. Respect, Reflect Relate – relationships scale data demonstrates improvement	End of Term 2 and ongoing throughout 2018.	

				Respect, Reflect, relate relationships observational tool is used for critical reflection	in interactions between educators and children.		

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	**Collaborative Partnerships with Families and Community** • Policies are developed and communicated and/or available to families as part of enrolment and ongoing basis • Interagency referrals support individual children's needs • New families are greeted and invited to tour the centre • Effective enrolment and orientation process at the kindy for all occasional care and kindy children. • An active Governing Council/Management Committee • There are regular centre newsletters and face book posts. • We respect involvement and parent's contributions at every level. • A supportive playgroup program operates every Friday morning during term time. At the kindy. • Parent Hub space connects to the kindy and is available for families with a Coffee and Chat group and Supported Playgroups and a range of parent programs. • We have strong connections to relevant education and support agencies for families to have access to a range of community resources and services through our ongoing work with the development of the Melaleuca Hub. • Melaleuca Pak Kindergarten are actively working with outside agencies and the community to provide a range of social services in the Melaleuca Hub working in collaboration with the Melaleuca Park School. • We have a Community Development Coordinator and Family Services Coordinator to support families at Melaleuca as an out-reach service from the Mount Gambier Children's Centre. • We provide and support families to have further opportunities to be connected to the local community and local parent/ family sup-port services. • Information is disseminated through notice boards, newsletters, pocket drops, local media and Kindy face book page. • Partnerships are built with government and non-government agencies e.g. The Children's Centres leadership team and Partnership Group

Quality Area 6 Summary of Strengths Continued.

- CYHS conduct 4-year-old Health Checks at the centre
- Well-developed transition process between kindy and school and other schools within the Blue Lake Partnership
- We work closely with a community artist each week to give each child an "Artistic Voice"
- We have strong connections with the Mount Gambier Public Library.
- Visits to Saint Mary's Nursing home and Boandik Lodge Nursing Home are planned visits with children and occur throughout the year.
- Working closely with DECD support services team and other outside agencies to maximise educational outcomes for all children.
- Regular planned visits to Grant High School (Local High School Ag Farm including the schools Ag learning centre at the Mount Gambier Show annually.
- Strong links with the Mount Gambier City Council through involvement in many community projects together.

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 Links with QA1	The need for all educators to engage in Professional Learning Communities that includes preschool and the Early Years of School. Community engagement in the wider community is somewhat limited.	Collaborative partnerships continue to develop between the kindergarten, school, families and community which enable shared decision making to support individual children's learning. To connect with our local Aboriginal organisations and Elders in the community and continue that relationship throughout the year		(ILP)Individual Learning Plans are developed for all Aboriginal Learners. Cluster group meetings. Transition ILP plans have input from families and are shared with Junior Primary Educators. Visits to Pangula Manamurna and greater interaction with Nunga Playgroup and our local Boandik Elders in the kindy program.	ILP's reflect continuous development and engagement with curriculum e.g. Including Reading Project Goals. Consistency in practice via continuity of learning discussions and greater collaboration of educators. Evidence of playful Pedagogies practices in Kindy and Junior primary. Aboriginal Family voice and culture is evident within the learning environment.	End of term 3 End of term 4	12th Feb 18 Meeting with Aunty Michelle a local Boandik Elder to discuss dreaming stories and plan her involvement in our Aboriginal reading project and within the kindergarten program.

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	Governance Supports the operation of a quality service. **Effective Leadership builds and promotes a positive organisational culture and professional learning community.** • Staff and Governing council make contributions to the self-review processes to a varying degree. • A documented centre philosophy and values developed collaboratively with staff. • High expectations exist in regard to staff conduct and professionalism • Staff are long term employed and have a desire to remain at the centre as a part of the team • New Staff meeting structures create unity amongst the team across the centre • The Governing Council/Management Committee are successful; minutes available to parents • Policies are reviewed regularly and available to parents and staff in policy folder • Fully compliant with National Laws and Regulations • Grievance procedures for staff, Raising a Complaint or Concern policy for parents and caregivers • Sharing information with families; daily verbal information/feedback • On Site Financial Officer part time. • Educator and Staff Performance Development Improvement processes are ongoing

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
7.2.1 7.2.3 Links to QA 4.2.1 4.2.2	A more effective and rigorous performance development process is needed to build professional collaboration and educator capacity. Educators need to be working together with more mutual respect and collaboration, recognising each other's strengths and skills.	The need for more regular performance development meetings with all staff to improve practice and make clear performance goals. Improve practice and relationships through shared professional dialogue on practice, principles and current Knowledge. Support and encourage leadership and shared responsibility at all levels.	H	All Staff are to meet the director at 6 monthly intervals throughout the year to review performance development plan and make new goals. All staff required to use the new DECD Performance and development PDP plans have set goals that align to the established site Priorities. RRR– Educators and staff engaging with the document for reflective practice. All staff develop effective PDP processes that connect to site priorities. Professional Standards for teachers and QIP priorities to drive PDP planning in 2018	Staff are given feedback about their performance and goals are set to improve practice Individual PD Plans are regularly updated. Use of the DECD Performance and Development Review – Conversational Tool to frame review conversations is evident. Individual performance development plans reflect site improvement priorities and the performance development guidelines are followed. 6 and 12 monthly reviews demonstrate individual educator growth. Greater collaboration and development of common understanding of quality Early childhood practice is evident. High level of contributions from all staff in inquiry projects and collection of authentic data that informs	By end of term 1 Ongoing throughout 2018	All staff have been given a hard copy of the new PDP proforma and have been emailed a copy. Dates have been set for initial PDP conversations for al staff.

					practice and pedagogy.		
					Training needs of staff are identified and acted upon.		
					Professional standards guide practice, interactions and relationships.		

Notes