

Park Terrace Kindergarten

Quality Improvement Plan 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	
Park Terrace Kindergarten		SE-40005469	
Primary contacts at service			
Lyn Boase – Director			
Physical location of service		Physical location contact details	
Street	5 Park Terrace	Telephone	08 86833690
Suburb	Port Lincoln	Mobile	0409926645
State/territory	South Australia	Fax	
Postcode	5606	Email	dl.6655_leaders@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	Ann-Marie Hayes (Early Years and Child Development)	Name	Lyn Boase
Telephone	(08) 82263463	Telephone	0402105470
Mobile	0407 474 884	Mobile	0402105470
Fax	(08) 82260159	Fax	
Email	AnnMarieHayes2@sa.gov.au	Email	Lynette.Boase852@schools.sa.eu.au
Postal address (if different to physical location of service)			
Street		State/territory	South Australia
Suburb		Postcode	5606

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	08:30 Preschool Group 1	08:30 Preschool Group 1	08:30 Preschool Group 2	08:30 Preschool Group 2	08:30 Preschool Group 1 Preschool Group 2 (alternate Fridays) 13:00 Playgroup		
Closing time	15.00 Preschool Group 1	15.00 Preschool Group 1	15.00 Preschool Group 2	15.00 Preschool Group 2	12.30 Preschool Group 1 Preschool Group 2 (alternate Fridays) 14.30 Playgroup		

Additional information about your service

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

Park Terrace Kindergarten is a purpose built site located on the Port Lincoln Junior Primary School grounds. Originally known as Cranston Street Kindergarten, we re-located to this site in term 2 2016. Park Terrace Kindergarten is seen as a preschool of choice in Port Lincoln due to its location, modern facilities and quality program. We are located in the central business area of Port Lincoln and are surrounded by 3 public schools, one private school is located within close walking distance. Parking is available at Centenary Oval at the rear of our Kindergarten and is shared with Junior Primary School families. Our Governing Council was elected in March 2018; our Chairperson is Joyce Hardy.

Port Lincoln is on the southern point of Eyre Peninsula on beautiful Boston Bay, approximately 670 kilometres by road from Adelaide or a 40-minute plane flight. Port Lincoln's major industries are fishing, agriculture and tourism. 2016 census population was 14,120 with 5.1% Aboriginal and Torres Strait Islander peoples and 16.5% born overseas.

The majority of children attending Park Terrace Kindergarten are from Anglo Saxon families with 4.54% of children with English as their second language, 13.6% from one parent homes and 31.18% with speech and language concerns. We have one child who identifies as Aboriginal. We divide the children into 2 set groups; attending Monday and Tuesday (younger children) or Wednesday and Thursday (older children) with an additional 4 hours on alternate Friday mornings. All children have access to 15 hours of preschool per week. Friday afternoons are used as meeting time with parents and staff non-contact time. Each group of children have consistent staff. Our belief is that developing a strong sense of identity and belonging can be achieved more effectively with a familiar group of children and consistent staffing arrangements.

Park Terrace Kindergarten is a Category 2 site which is based on our isolation and the social economic status of our population. Our warranted staffing for Term 1, 2018 was 1.0 x Director, 1.0 x Teacher and 1.0 x Early Childhood Worker (ECW) with 0.4 teacher for Universal Access. In 2018, our Governing Council voted to maintain our staff of 3 full time staff with 0.6 for our Universal access teacher, paying for the extra 0.1 time from our own budget. This meant we were able to maintain continuity of staff and the programs we had already established. The extra staff time allows us to implement more individual programs and provides additional support for children with speech and language difficulties. The qualified teaching staff have been a cohesive team since 2014 and were joined in 2017 by 2 ECWs who share the full time ECW position 0.6 and 0.4. We also have 2 support workers who share time provided by Department for Education to support children's behaviour, speech and language development.

We began 2018 with capacity enrolments of 33 children in Group 1 and Group 2. All children were offered to attend 30 hours per fortnight with 2 full days in week 1 and 2.5 days in the second week. We have 34 boys and 32 girls attending. Children who started kindergarten in 2018 were invited to orientation visits while our current children went to their transition visits at school in Term 4, 2017. They each had 3 visits

during which time we were able to assess their language and speech development and take individual photos in preparation for them starting kindergarten in 2018. Such practices ensure children begin to develop their sense of belonging and support is already in place for those children who may need it when they begin in the new year.

School holidays are in line with the South Australian holiday schedule. We are entitled to 4 pupil free days for training and development; one has been allocated for Cultural Competency training, and 2 will be used for reflective practice using the 'Respect, Reflect, Relate' document/Preschool Indicators: Numeracy and Literacy (Learning Design, Assessment and Reflective Practice Strategy). During 2018, we will be involved in the Science, Technology, Engineering and Mathematics (STEM) Bridging Project with the Port Lincoln Junior Primary School. Staff will attend training in Adelaide twice this year and Project Officers will visit our sites twice during 2018. This is an extension of our previous STEM Play Inquiry Project that we were involved in along with 20 other preschools across the state in 2017.

Parking for our site is designated to Centenary Oval /Park Terrace entrance and most families walk along Park Terrace to our entrance gate.

How are the children grouped at your service?

Our children attend either Monday and Tuesday full days or Wednesday and Thursday. Each group then attends alternate Friday mornings for 4 hours to ensure every child has the opportunity of accessing 30 hours of Kindergarten per fortnight.

We have grouped the children according to their age with a few exceptions in response to family needs. The younger children attend Monday and Tuesdays.

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

Lynette (Lyn) Boase (Director).

Service statement of philosophy

Park Terrace Kindergarten's philosophy was developed in consultation with children, families, staff, Governing council and the wider community. It is a statement of our collective beliefs and values about children and their learning.

We believe learning and development are optimised when children are actively engaged in play and experiences which are fun, relevant and meaningful.

Therefore, we provide a program which builds on children's current, individual and group understandings, interests and stages of development. The environment and experiences offered are enjoyable, robust, challenging and allow for multiple entry points to maximise the development of every child. Nature is viewed as a focal teacher in our site.

We view each child as unique, capable and competent.

As such, child voice is integral to everything we do. We believe valuing the many languages of children develops their autonomy and engagement with learning. Risk taking, keeping safe, making good decisions, being respectful and taking responsibility are overarching values in our environment. The skills and dispositions children develop at Park Terrace Kindy will be enduring and beneficial for leading successful and fulfilling lives (such as - confidence, curiosity, problem solving, noticing, cognitive flexibility, emotional buoyancy, attention, sensory integration, inhibiting impulses, social competence)

We believe we are a community of lifelong learners.

Our Kindy community learn with and from each other through collaborative partnerships and open communication. Staff actively seek opportunities to enhance their knowledge because outcomes for children and families improve when staff are knowledgeable, cohesive in their beliefs and reflective about their practice and children's learning.

Family, School and community involvement strengthens children's sense of belonging and wellbeing.

Developing rich, reciprocal relationships with children, families, schools and the wider community is a priority at our site. We believe family involvement is integral to deeply knowing our children, so family participation and support are encouraged. Wherever possible children will be active participants in their broader community, so they further develop autonomy and a sense of being connected with their world (from school interactions and excursions to contributing to the development of Port Lincoln).

Reviewed February 2018

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.
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Quality Area 1: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.2.3	section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)
1.1.1	section 168(1)(a)-(b)	Program designed for each child
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	section 168(1)(c)-(d)	Program designed for each child
1.1.1, 1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	regulation 73	Educational program
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
1.3.1, 1.3.3	regulation 75	Information about the educational program to be kept available
1.3.3	regulation 76	Information about educational program to be given to parents
1.3.3	regulation 111	Administrative Space
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 155	Interactions with children
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 156	Relationships in groups

Standard/element	National Law (section) and National Regulations (regulation)	
1.3.1	regulation 177(1)(a)	Prescribed enrolment and other documents to be kept by approved provider – the documentation of child assessments or evaluations for delivery of the educational program
1.3.1	regulation 178(1)(a)	Prescribed enrolment and other documents to be kept by family day care educator – the documentation of child assessments or evaluations for delivery of the educational program
1.1.1	Regulation 254	Declared approved learning frameworks
1.3.1, 1.3.3	regulation 274A NSW	Programs for children over preschool age
1.3.1, 1.3.3	regulation 289A NT	Programs for children over preschool age
1.3.1, 1.3.3	regulation 298A Qld	Programs for children over preschool age

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1


Strengths

The educational program and practice at Park Terrace Kindergarten is viewed by other sites, our peers and our kindergarten and local communities as a strength. Positive community perceptions of the program ensure continuously high enrolments at our site. We regularly lead professional development with schools, kindergartens, child care sites and family day care providers about our program and practice. For example, we recently shared our STEM Play Inquiry Project with the Port Lincoln Partnership. Our presentation was well attended and included participants from Primary and Junior Primary schools, Port Lincoln Special School, Early Childhood Leaders, School Principals and Kindergartens. We also shared our research in Adelaide at the DECD, STEM Play Inquiry Expo in February this year. In April 2017, Gill Jenkins (Teacher) ran a full day workshop for early years educators about her Port Lincoln Partnership funded learning with Claire Warden about Nature Pedagogy. We are extremely proud of the educational program and practice that we provide as we seek opportunities to learn and then share our knowledge with our families, peers and the broader community.

Professional knowledge of child development (particularly Piaget, Vygotsky, Bronfenbrenner and Brain Theory) and the Early Years Learning Framework (EYLF) inform curriculum decisions at Park Terrace Kindergarten. Children's learning and development are observed and recorded and reflected upon in a cyclical pattern using the EYLF as a documenting, planning and reflection tool. The program at Park Terrace Kindergarten is largely play based and unstructured so children have choice about what and where they will learn, however staff also recognise children benefit from planned small and large group experiences. Group learning forms part of the daily routine at Kindy and this maximises learning opportunities for all children. Staff intentionally teach and scaffold children's learning at these times as well as when children are involved in play. Knowing our children well and understanding their strengths and needs ensures that each child's development is enhanced no matter what the context.

Growth Mindsets (Carol Dweck) and developing children's executive function skills (Training with Martin Westwell) play a key role in developing our children's motivation, achievement and life skills at Park Terrace Kindergarten. The language and practices which enhance these ideas are embedded in our pedagogy and program. For example, our physical activity program provides opportunity for practicing impulse control and working memory as we follow rules for group games, wait to begin and remember what is required. We also use stories such as 'Pete the Cat' (Eric Litwin) and his many adventures as an avenue for supporting children to explore resilience and cognitive flexibility and these ideas are explicitly shared with children and used to modify behaviour. An example of this in practice; a child arrived at kindergarten visibly upset about not having a choice about what she wore and was finding it tricky to 'move on'. When her Mum tried to leave she became extremely upset. Staff supported her and then used a hand scale to help her make sense of the size of the problem, they asked, "Would Pete cry? Goodness no!" The '123 a Calmer Me' strategy was implemented with her and she was able to shift her mood, join her friends in play and have fun.

At Park Terrace Kindergarten, we believe that learning is a life-long process and as such we are actively involved in research and training and development to consistently update our knowledge and improve our practice and outcomes for children. Currently, we are involved in the Science, Technology, Engineering and Mathematics (STEM) Bridging Project with the Port Lincoln Junior Primary School (an extension of our 2017 STEM Play Inquiry Project). This is a state wide Department for Education initiative; we were one of only twenty



sites selected to participate. In 2018-2019 we are also involved in the Port Lincoln Partnership Early Years Oral Language Project which will be developed and delivered in partnership with our local Department for Education Speech Support Services team. To ensure both project outcomes are maximised we will be using STEM picture books as the texts of choice in our oral language project. These projects have a strong emphasis on inquiry and reflective practice and will reinforce our capacity to enact the reflective spiral, refine our pedagogy and knowledge of STEM, continuity of learning, children and their development. The potential for significant improvements for children in respect to literacy, numeracy, science, engineering and technology learning is exciting, particularly so when considering the projects have common goals of improving children's developmental outcomes, supporting children's continuity of learning through a shared pedagogical shift/alignment of practice between Park Terrace Kindergarten and the Port Lincoln Junior Primary School.

Whole staff training and development is viewed as a priority and wherever possible all staff attend training together. This practice enhances the ownership and understanding of new knowledge and therefore the acceptance and rapid uptake of new ideas. This practice contributes toward the development of innovative practices and positive learning outcomes for children. As a staff team we have developed a long standing and strong awareness of reflective practice, true understandings began with our involvement in the Learning to Learn and 'Be Active-Let's Go' projects many years ago. Reflective practice at Park Terrace Kindergarten occurs both formally (i.e. NQS review, staff meetings, individual children's observations) and informally (incidental discussions, end of day reflections) and addresses whole site issues through to an individual child's learning experience.

The daily program is flexible but includes routines which support children's security through their predictable and familiar nature. A visual timetable is provided for families in their orientation package to keep at home so children are familiar with what their days will include when they begin Kindy. We also display the timetable visually for children to be able to see at any time, providing reassurance of what will be next and how much longer they will be at Kindy. We routinely visit the timetable each morning at group time so any changes can be discussed and children can feel prepared for these events. This routine is particularly supportive for children who experience difficulty with change or need reassurance about missing their family. Transitions to the next routine are viewed as opportunities for staff to support children's concept learning or thinking (Such as, "Can you think of something that lives in the sea?" or "What word would you like to jump the syllables for?"). Children are supported or challenged at these times according to their knowledge and individual abilities. If children are highly focussed in their play or an opportunity for 'just in time' learning arises staff may elect to adjust the timetable (We would never miss an opportunity to 'go on a feather hunt' if the children expressed their desire to do so).

Staff keep observational records about children's interactions, interests, needs and progress in zipped folders on the top shelf above the diary in the kitchen next to the fridge, in the interest of confidentiality these are not available to anyone but staff and they are added to in a reflection period at the conclusion of each day or incidentally as required. This information informs planning and supports staff in their reporting to families.

Individual Learning Plans are developed each term and include child interviews (to gather the child's perspective), a questionnaire for families (to gather the family perspective of their child's strengths, interests and needs) and where appropriate knowledge from family day care, child care and other services involved in the child's development are sought. This ensures we have a rich understanding of each child and their family context. This information is then brought to a meeting and individual learning goals are developed together with the

child and their family. Families who are not able to meet at set times are negotiated with to find a time more suitable. If necessary, the information is sent home and a phone meeting is held and families who miss their appointments are included in a discussion to plan for their child's learning after the event. This process ensures documentation on every child is kept up to date and appropriate information is readily identified.

Individual observation sheets are collated in a summary, kept at the front of the observation folders (parent discussions with staff are also recorded in the summary), this ensures at a glance we know if a child is being overlooked and they are added to our alerts to ensure we are focussing on their development. Individual programming with families, screenings (such as screening for phonological awareness), small group learning experiences, rostered learning opportunities (such as greeting and sharing time, display representation checklist etc.) also ensure that no child is overlooked. Critical reflection about the program and pedagogical practice occurs in our staff meetings each week where we determine, for individuals and groups, of children what worked, what didn't work and what our observations are telling us, this continuously informs the subsequent programs and promotes continuous improvement at Park Terrace Kindergarten.

Children's ideas, points of view and requests are highly valued and the foundation of the program offered is based on our children's current knowledge, ideas, culture, abilities, interests and needs. These are ascertained through speaking with children, observations, information from families (conversations, 'About My Child' and 'How to grow my child' surveys), routines such as 'sharing time' about our families and visiting child care settings. Children's agency at Park Terrace Kindergarten is promoted through having opportunities to contribute to the daily program and in developing their learning environment. An example of this in action; the end of term brainstorming and voting for play spaces children want to be developed for the following term. This practice not only ensures that the activities and equipment available will meet children's interests, but also ensures children have ownership and excitement about what will be available to them in their transition to a new term. Staff are also flexible and move with children's evolving plans and interests, seeking teachable moments where children's development can be promoted.

Benefit-Risk Assessments allow the children to 'own' the rules and routines at their kindergarten because they are developed with them, using their knowledge but with staff guidance where necessary. This has been a very powerful form of developing respect, responsibility and ownership of our learning environment and in caring for themselves and each other. Children's agency has also been enhanced through developing their own plans for coping with difficult situations, such as, farewell plans for separating from their families.

All children are supported to access the program and children who have additional needs are provided with integration support. Staff also access other services, such as Community Health, Occupational Therapists, Speech Therapists, Child and Youth Health, Aboriginal Support Officers etc so their expertise can enhance the program and staff knowledge and maximise every child's inclusion. The Park Terrace Kindergarten community are highly committed to supporting children with additional needs and understand the importance of early intervention. This is evident in the financial support we provide; through increased staffing to ensure children with mild and moderate speech and language concerns (who would not otherwise receive the additional support they need) do so. Children are screened for speech and language development when they attend their orientation to kindergarten to identify those in need of referral for support.

Children's development is recorded and reported to families in a variety of ways at Park Terrace Kindergarten:

- Displays of children's work, learning experiences and curriculum connections are available throughout the site.
- The end of day reflections of learning when families are waiting to collect their children.
- Newsletters
- Incidental conversations with families
- The weekly program
- Individual profile of learning folders which are available to children and families at all times (on the display shelf opposite the lockers).
- Each child and their family are offered an individual child development meeting in Term 1 and 3.
- Termly reflections in the form of an Individual Learning Plan
- 'Profile of Learning' folders which are sent home at the end of every term as a means of sharing each child's learning with their family.

Reporting to families and the Kindy community also occurs through our Floor Books. These provide evidence of group and individual learning journeys and important events. They are on display every day for children and families to share.

A communication survey was distributed to all families detailing the range of ways we communicate information about the program and their child's learning and development, with an opportunity for families to indicate if this meets their needs and to provide additional ideas.

Key improvements sought for Quality Area 1

Improvement Plan

Standard/ element	Identified Issue	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 1.2.1 1.2.2 1.2.3	In 2017 41% of the children in our Partnership were on Speech Pathology caseload. The vast majority of those were in the area of language – both expressive and receptive language skills 2015 AEDC data - 27% of children were vulnerable in more than 1 domain (which includes physical as well as language) Running record data presented by Partnership schools Year 1 2016 - 53.2% SEA Year 2 2016 – 55.9% SEA	Improved children's vocabulary through the Port Lincoln Partnership (Preschools) Oral Language project	H	Attend EY Professional Learning Community meetings Site specific PD relating to Vocab instruction (provided by Speech Pathologist) Collect baseline data using RRR Active Learning Scales with all staff. Staff will improve their pedagogical practices around conversational reading. Maintain a Journal to track our progress	All staff will be confident in conversational reading with small groups of children All staff will contribute to the development of the journal. Baseline Data collected PASM RRR-Involvement Scale Children will use Tier 2-3 vocab in context in their play Our learning will be shared within the site, partnership and at a state level	T2 Week 10 T2 Wk1 End of T1. T4. Week 5	Staff attended Port Lincoln Pre-school Professional Learning Community meeting on the 19/2/18 Orientation to project Baseline Data Collection began week 8 T1 PASM Sally Cormack (Early Childhood Leader) video taped a conversational reading with staff 19/3/18
1.2 1.2.1 1.2.2 1.2.3	STEM play based learning and active play environments are less available to children in the school environment.	Children will enrich their STEM vocabulary through immersion in STEM text (multimodal)		Termly Training and Development provided by the Early Years Learning Improvement Division	Staff are confident in STEM knowledge, developing learning environments and pedagogy Sharing STEM Research at STEM Expo Staff will attend Department	T4 2017 Feb 22-23 2018 STEM T&D Days	2017 – Site participated in a yearlong state-wide STEM inquiry - focused around increasing children's Executive Functions through guided STEM play. STEM Expo Adelaide in Feb 2018 22/2/18 Nicole and Gill

				<p>Development of a professional dialogue group (Park Terrace Kindergarten/Port Lincoln JPS)</p> <p>Baseline Data to determine current understandings</p> <p>Newsletters/Displays will have a STEM/Oral Language focus</p> <p>Authentic learning environments will be established to further reinforce the vocabulary understandings and use</p> <p>Children will be involved and engaged participants in the project</p>	<p>for Education STEM training days with the Project team in Adelaide and Port Lincoln.</p> <p>Meetings attended by all participants approximately once a month</p> <p>Data collected</p> <p>Newsletters have a STEM/Oral language focus</p> <p>Educators will be able to identify topic related vocabulary and provide a STEM rich learning environment</p> <p>Children, parents & educators have a common understanding of STEM, text and vocabulary</p> <p>Children will be using tier 2-3 vocabulary in the context of play</p> <p>Children are actively selecting STEM texts, using the STEM focussed learning environment and transferring text vocabulary to their play</p>	<p>22/2/18</p> <p>3/4/18</p> <p>First meeting T2 Wk2 or 3</p> <p>T1 Week 11</p> <p>T2 Week 1</p> <p>T2 Week 3</p> <p>T3 Week 5</p> <p>T4 Week 5</p>	<p>attended the orientation to the STEM Bridging project in Adelaide with Sally Cormack (ELC), PLJPS staff (Sue Van Den Broek, Sue Ashman & Justin Pool),</p> <p>3/4/18 Kym Nadebaum (Project Officer) facilitated a Project planning day in Port Lincoln with Nicole, Gill, Sally Cormack, PLJPS staff. Our focus statement was developed and success criteria determined.</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.

Quality Area 2: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3	section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)
2.2.3	section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
2.2.1	section 165	Offence to inadequately supervise children
2.1.1	section 166	Offence to use inappropriate discipline
2.2.1	section 167	Offence relating to protection of children from harm and hazards
2.2.1	section 169	Offence relating to staffing arrangements
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	section 189	Emergency removal of children
2.1.2, 2.1.3, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.1.3, 2.2.1	regulation 78	Food and beverages
2.1.3, 2.2.1	regulation 79	Service providing food and beverages
2.1.3, 2.2.1	regulation 80	Weekly menu
2.1.1	regulation 81	Sleep and rest
2.2.1	regulation 82	Tobacco, drug and alcohol free environment

Standard/element	National Law (section) and National Regulations (regulation)	
2.2.1	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.2.3	regulation 84	Awareness of child protection law
2.1.2, 2.2.2, 2.2.3	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.2, 2.2.1, 2.2.2, 2.2.3	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.2, 2.2.1, 2.2.2, 2.2.3	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, 2.2.1	regulation 90	Medical conditions policy
2.1.2, 2.2.1	regulation 91	Medical conditions policy to be provided to parents
2.1.2, 2.2.1	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
2.2.2	regulation 97	Emergency and evacuation procedures
2.2.2	regulation 98	Telephone or other communication equipment

Standard/element	National Law (section) and National Regulations (regulation)	
2.2.1	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
2.1.2	regulation 136	First aid qualifications
2.2.1	regulation 161	Authorisations to be kept in enrolment record
2.1.2, 2.2.1	regulation 162	Health information to be kept in enrolment record, including the immunisation status of the child
2.2.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.2.2	regulation 161	Authorisations to be kept in enrolment record
2.2.2	regulation 162	health information to be kept in enrolment record
2.2.1	regulation 166	Children not to be alone with visitors
2.1.2, 2.1.3, 2.2.1, 2.2.2	regulation 168	Education and care service must have policies and procedures
2.1.1	regulation 168(2)(a)(v)	Education and care service must have policies and procedures in relation to sleep and rest for children

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.2.2, 2.2.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
2.1.2, 2.2.2, 2.2.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
2.2.1	regulation 274 NSW	Swimming pools
2.2.1	regulation 344 Tasmania	Safety screening clearance – staff members
2.2.1	regulation 345 Tasmania	Swimming pool prohibition

Quality Improvement Plan for Quality Area 2


Summary of strengths for Quality Area 2

Strengths

At Park Terrace Kindergarten, children's health, safety and wellbeing are a priority. Staff follow Department for Education policies and guidelines and develop site specific policies as required. Site policies are reviewed each year with staff and the Governing Council and once endorsed are kept in a folder in the cupboard under the nook in the kitchen. Relevant policies are made available to families through the information handbook provided to families on enrolment in our service and discussed at the information session prior to their child's entry. Staff are trained in approved Early Childhood First Aid (HLTAID004 and asthma care and anaphylaxis e-training). These qualifications are maintained in accordance with Department for Education regulations.

On entry to our service identified health concerns are documented by families in the enrolment form; staff discuss these concerns with families and request health care plans from their child's doctor where required. The plans are kept in a folder in the cupboard under the diary. Their asthma, allergies or other concerns along with their photo are discretely displayed in the kitchen for rapid identification in an emergency and for identification by relieving staff. We maintain a 'No Nut policy' at our centre. Parents are advised of this in their enrolment package, pre-entry meetings and signs are displayed upon entry to Kindergarten. One of our children can have an anaphylactic reaction to nuts. Staff and caregivers have completed an anaphylaxis risk assessment and have readily available an action plan for anaphylaxis. Notification of an enrolment with Anaphylaxis is displayed on the Prescribed Information Sheet as required.

Parents are informed of the safety requirements of medication in the kindergarten when their child's health care plan is given to staff. Staff do not administer medication without appropriate health care plans/ permission to administer medication forms signed by a medical practitioner. Staff check the plan to ensure the correct container, dosage, labels and name are on the medication and then it is stored appropriately. Children's personal medication (such as asthma medication/epi-pens etc.) is stored out of reach of children/refrigerated as required. Medications are packed with first aid supplies for excursions and evacuations away from the site and remain under staff supervision. The first aid kit and asthma emergency kit are located in the kitchen cupboard identified with the first aid symbol and in the emergency basket. The contents are checked annually and replaced as required. A first aid kit, list of children's emergency contact phone numbers and medication plans is kept in the emergency basket. The kindergarten mobile phone is collected from the shelf above the diary and added to the basket before leaving the site. Any allergies are considered when selecting learning experiences, plants for our garden or in our choice of cooking experiences.



Families are informed of health concerns such as infectious illness outbreaks and head lice etc via a notice on the front access door/Prescribed Information Sheet. If children become unwell at kindergarten, families are notified immediately and where appropriate the child is isolated and supported by a staff member. Staff refer to the advice of the SA Health Guidelines/You've got What? document regarding symptoms and exclusion periods. Park Terrace Kindergarten keep records of each child's immunisation as per the Department for Education requirement. Staff use appropriate hygiene procedures when dealing with any issues. Staff have embedded healthy practices into daily service operations such as explicitly teaching hand washing, sun screen application and nose blowing which are revisited throughout the year as required ie beginning of each term. Reminders are provided verbally as needed and visually within the bathroom area.

Most children independently manage their toileting needs at Park Terrace Kindergarten. Staff support is provided when needed but always with the goals of progress toward independence, dignity and respect for the child. Changing of children is completed in accordance with the Department for Education guidelines. If staff need to support a child to toilet or change then this is recorded in a book which is kept on the bathroom cupboard. A procedure of how to assist a child to change their own clothes is also displayed for staff and parents. Toilets have doors and locks to ensure children's privacy. Parents usually provide a change of clothes in their child's bag but spare clothes are available if necessary. A toileting video which promotes hygiene practices and toileting procedure is shown to all children during their first few weeks at kindergarten and staff work with families, and occupational therapists if required, to develop a plan to support those who may have toileting concerns.

The daily routines are visually displayed on the piano and are discussed with children early in the day so they are well informed about changes in routine prior to the event. This enables children to feel more aware, secure and develop the resilience to cope with change. Although Park Terrace Kindergarten has routines in place - they are flexible. For example, if children's engagement and focus in their learning is high, then a group learning opportunity may be delayed or omitted. Wherever possible, children are provided with prior warning before changes, such as, "5 minutes of play until pack-up time", this helps children to mentally prepare for and develop flexibility in managing change.

The physical environment provides a blend of quiet and active learning spaces. A lounge, nooks, cushions and blankets are available for any child to withdraw themselves and rest during the day; inside staff supervise these children. Staff also observe children's resilience and emotional states during the day and will regularly engage children in quiet play or stories to cater for their needs. Children are encouraged to discuss their needs and emotional states to support them to understand and find ways to be responsible for their own wellbeing (rest, food, water etc).


We have a planned time for relaxation during the day and staff and children are encouraged to participate. Upon critical

reflection we have made relaxation time an important part of our wellbeing focus and it provides a foundation for teaching the Department for Education Keeping Safe: Child Protection Curriculum. Children are encouraged to focus on how their body feels in a relaxed/safe state with a focus on heart and breathing rhythms. We compare this with how they feel during physical activity and the changes which occur if they feel unsafe, anxious, excited or angry. Children who sleep during relaxation time are able to continue for a period of time, negotiated with their family. Any child who has fallen to sleep is closely supervised by staff. Parents are notified at the end of the day if their child has slept that day.

We use 'The Emotional Rooms' (John Joseph), 'The Bucket' theory (Carol McCloud, Tom Rath & Mary Reckmeyer) and '123 a Calmer Me' strategy (Colleen Patterson & Brenda Miles) to support children's understanding of thinking, emotion and mindfulness. Another supportive strategy for developing children's wellbeing is the 'How do I feel?' activity. Each child has a photo which they place into an emotional category (happy, sad, excited, nervous, and angry) on arrival at Kindy. This alerts staff to children who may require support to resolve concerns. Staff will talk with the child about their emotion and, at an appropriate time, they discuss what made the child feel that way and then work with the child to resolve the problem, if possible. This may involve reassurance, developing a plan for coping, discussion with families, distraction or time.

Learning about hydration and healthy eating is an integral part of the curriculum at Park Terrace Kindergarten. We explicitly teach these understandings through our daily routines such as recess, lunch and 'Brain Food' time, cooking opportunities, games and activities and our 'Thumbs-up' nutrition policy (which is aligned with the Department for Education 'Right Bite' strategy). Families are asked to feedback on our healthy eating policy and have many opportunities to consult the policy for future reference (displayed in the foyer, information pack, newsletter). Tap water and cups are provided at the low drink sink adjacent to the kitchen, there is an outdoor drinking fountain and children are encouraged to bring their own water bottles to hydrate. 'Brain Food' is another opportunity for children to learn about hydration; at the first group time and again at the end of the day. At these time children drink a small cup of water and eat a piece of apple or banana to meet the brain's needs. The fruit is prepared according to food safety standards as are any cooking experiences. Children are encouraged to begin self-regulating their hydration through the introduction of urine charts displayed in each toilet. Parents have reported children monitoring the colour of their urine at home and teaching families about the importance of hydration. At Park Terrace Kindergarten, we call fruit/snack time, recess time (language which supports children to orient to school language). Children are able to eat recess at any time they are hungry; on the lino area. A bell is rung to remind children to have recess, if they would like. Children eat fruit, boiled eggs, cheese or vegetables at recess time and they are encouraged to eat sitting down.

Lunch is eaten together 'picnic style' on the main lino area (which is a similar routine when they transition to the main feeder school – Port Lincoln JPS). This procedure helps children learn to eat safely from their lunch box, another strategy which



prepares them for school independence. Children eat their savoury food first and then yogurt or snacks provided by their family. This time is viewed as a learning opportunity. Staff and children discuss the contents of their lunch boxes; the nutritional values, we read labels to decide if foods are 'thumbs up (always), sideways (sometimes) or down' (occasional), they learn about recycling, wiping out waste, sustainability and developing independence in managing and being responsible for their possessions and food. We encourage families to include cold packs, as they will for school, or if not available, food is labelled and placed in the fridge. Children are consistently supervised by staff as they eat both recess and lunch.

Staff learning through Fundamental Movement Skills program, Move to Learn Program (sensory integration and Interoception), Be Active-Let's Go! Project, and Kids Music program have provided staff the opportunity to critically reflect on the research which has informed our physical activity programs. We view physical development as fundamental to child growth generally and executive function development in particular. As such, we have a physical activity program most days at kindergarten and children participate at their level of competence. The program experiences are frequently chosen by the children and a vote is taken to establish which activity will occur that day. Physical challenges are also provided in the outdoor environment including an obstacle course, hills, slide, wheeled toys, trampoline, climbing frame, swinging ropes, sand and water areas etc. Observations about children's development are recorded in the observation folder and inform the activities provided in the program.

Nature pedagogy is a recent addition to our program with 2 staff attending 6 days of training in 2016 with Claire Warden. We have now embedded experiences and pedagogy which embrace nature 'indoors, outdoors and beyond'. We have also researched the benefits of not wearing shoes and offer a 'Bare Foot Kindy' so, where possible, children and staff wear bare feet. The benefits to children's physical, emotional and cognitive development of both of these strategies are well researched and a summary is given to families in their information packs on enrolment. Staff work closely with families to ensure all needs and concerns are met in this area.

Staff learning with Claire Warden and Nicki Buchan has highlighted children's developmental need to take risks within their capabilities. Children will be observed in the Park Terrace Kindergarten environment taking considered risks. If staff feel there may be an issue with play or equipment they conduct a Benefit Risk assessment with the children. Children discuss the benefits alongside the risks and determine ways to alleviate the risks if the play or activity is deemed beneficial. For example, if children decided sticks could be used as props for play, build strength, could make useful fires but they could poke, hit or trip you. They may decide to walk with the sticks, to carry them upright and to be careful. Children are usually observed using equipment and the environment appropriately and carefully in play. When children develop a shared understanding of safety they support each other in remembering their decisions and if they forget they are reminded of the consequences of their

choices and children usually honour these with grace and understanding. We discuss these principles with our families on enrolment and as necessary throughout the year. Risk Benefit assessments are also conducted by staff, using Department for Education forms, prior to any excursions. These are kept in a folder in the kitchen cupboard under the diary. Department for Education buses are used for excursions which have seatbelts and accredited drivers. Required adult/child ratios are consistently adhered to for any excursions outside of our centre.

Staff encourage children to be responsible for caring for their own minor learning injuries, Department for Education protocols are taught and followed. Parents are contacted if needed or notified via an injury form which is completed and placed in their child's notice pocket. Injury forms and injury log are kept inside the first aid cupboard door. Major incidents and near misses are promptly reported to Department for Education, using the recommended forms/processes/procedures (IRMS portal).

All areas of the environment are well supervised by staff. An indoor and an outdoor teacher supervise their areas and an Early Childhood Worker moves between environments according to need or the level of support required. Staff assess and record safety issues daily and dynamically as required. Any issues are recorded on the appropriate forms on the first compactus door in the shed outside and inside on the glass door from the main play room to the outdoor environment. Issues are dealt with immediately or reported to an appropriate person to fix, before being signed-off by the person who noticed the issue.

All visitors to the site sign in; in the book on the kitchen pedestal and are supervised by staff while on site. Hazardous chemicals are kept in the locked cleaner's cupboard and MSDS sheets in the kitchen cupboard below the diary. Signage (maps and procedures) for emergency procedures are displayed prominently near each exit. Emergency evacuations and in-vacuations have been developed with the Port Lincoln Junior School (on site) and are practiced/evaluated with children/staff each term. Children's sign-in sheets are collected as evidence of attendance. These are verified by staff daily and are kept with the emergency basket on the kitchen pedestal. Evacuation procedures are communicated to families during our enrolment meetings, in their enrolment package, ratified by governing council and displayed at each exit. Emergency contact numbers are displayed by each telephone.

All staff have Reporting Abuse and Neglect qualifications and our kindergarten has embedded Department for Education Keeping Safe Child Protection Curriculum. Children's understandings are developed through an integrated approach of wellbeing strategies, promoting positive mental health, understanding their thinking and body awareness and explicit teaching.

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 2.2.2	During our self-assessment in week 0, staff expressed concern that they are not overly familiar/skilled in navigating the online Incident and Response Management System (IRMS) for reporting critical incidents.	<p>All staff will be competent in the use of the IRMS online reporting system</p> <p>All staff have an in-depth knowledge of reportable incidents</p>	H	<p>We will access support from Department for Education Work Health and Safety Advisor.</p> <p>Staff will have their own log in to the IRMS site</p>	Staff will have a meeting with Department for Education Work Health and Safety Advisor.	End of Term 1.	<p>Staff met with Tristan Smith (Department for Education Work Health and Safety Advisor) on 2/3/18</p> <p>Staff learnt about the scope/processes for reporting critical incidents ie major injuries, emergencies, abuse etc.</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, 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.

Quality Area 3: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
3.2.3	section 168	Offence relating to required programs
3.2.3	regulation 73(2)(b)	Educational program is to contribute to the outcome that each child will be connected with and contribute to his or her world
3.1.1, 3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104	Fencing and security
3.2.1, 3.2.2	regulation 105	Furniture, materials and equipment
3.1.1, 3.1.2	regulation 106	Laundry and hygiene facilities
3.1.1	regulation 107	Space requirements—indoor
3.1.1	regulation 108	Space requirements—outdoor space
3.1.1, 3.1.2, 3.2.1	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, 3.1.2	regulation 112	Nappy change facilities
3.1.1, 3.2.1, 3.2.2	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.1	regulation 115	Premises designed to facilitate supervision

Standard/element	National Law (section) and National Regulations (regulation)	
3.1.1, 3.1.2	regulation 116	Assessments of family day care residences and approved family day care venues
3.1.1	regulation 117	Glass (additional requirement for family day care
3.1.1, 3.1.2	regulation 274 NSW	Swimming pools
3.1.1, 3.1.2	regulation 345 Tasmania	Swimming pool prohibition

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths

Park Terrace Kindergarten has a stunning, state of the art building which meets the needs of our kindergarten community. Children, staff, families and the Governing Council were able to contribute toward the design of our facility and help to align it to our needs and beliefs about children, their learning and development.

- Fittings are of superb quality and exceed Department for Education guidelines for safety and function
- Adult only access to the kitchen, staff room, Director's office and adult toilet
- Securely locked cleaner's cupboard for hazardous chemicals.
- Security coded doors and entrance area ensure safety of children and staff is maintained at all times
- Sustainability features include solar panels, rainfall catchment (providing water for toilets), worm farm, wicking vegetable beds, natural air flow and light
- The large sliding glass doors align with our Nature Pedagogy ethos of bringing the outdoors indoors.
- The indoor environment includes purpose-built nooks which are used every day for either social or solitary play. They support children's developmental need for enclosed spaces and a place to withdraw
- The outdoor environment promotes children's physical development, 'risky' play, creativity, problem solving, collaboration and imagination. The surfaces are natural and uneven which facilitates children's abilities to dynamically assess their safety
- The garden beds provide a myriad of opportunities for inquiry-based learning and inspire an interest in sustainability
- The trees aren't yet fully grown however mature trees provide shelter, shade and ambience on the Crown Land behind Park Terrace Kindergarten
- A large locked shed and separate outdoor area for bins and storage restricts children's access to potential hazards

Staff are guided by children's voice when setting up the physical environment at Park Terrace Kindergarten. An equally robust indoor and outdoor learning environment caters for open ended learning and provides challenge at multiple entry points. The environment is flexible and well-resourced enabling children to explore diverse interests and play themes as they arise. Staff actively promote children's autonomy and requests for resources. Children's ideas frequently lead to the


development of rich play spaces which are enjoyed by their peers. For example, after learning about their bodies and early warning signs through the Keeping Safe Curriculum the children designed, resourced and created a hospital for their dramatic play.

Although the outdoor environment is quite small, it meets legal requirements in its dimensions. This is viewed positively by staff as children creatively use the entire space. The Port Lincoln High School has welcomed the use of their oval for Park Terrace Kindergartens physical activity program. Centenary Oval is also used incidentally for activities such as kite flying and feather hunts. Although a smaller outdoor space is viewed positively we continue to work with Port Lincoln City Council to gain access to a further 5 metres of land at the rear of the Kindy. This was driven by a group of children in 2016 who wanted to race trucks through puddles and persistently found problems such as “destroying the hill” in our play space. Children searched for alternative places to play and noticed the land beyond the fence. They presented a deposition to a council meeting and the council are continuing to negotiate with Department for Education.

The equipment and activities provided at Park Terrace Kindergarten ensure access and inclusion of all children. The environment reflects the culture and experiences available for families in Port Lincoln. For example, a boat is provided in the outdoor environment with fishing props allowing children to play and extend the experiences which are richly embedded in our local culture. Staff also access the services of Occupational Therapists, Speech Pathologists and SERU to ensure children with additional needs have the best environment and resources that support their needs, development and independence.

The facilities are well maintained through a site maintenance register (FAMIS) including scheduled electrical testing and tagging/testing of fire equipment. The outdoor area is checked daily for hazards using the outdoor area checklist. The site is professionally cleaned at the end of every day by a contract cleaner. Incidental cleaning occurs when necessary by all staff with particular attention to the bathroom and eating areas. This ensures all surfaces are safe, hygienic and ready for the children at all times. Children are responsible for caring for the physical environment and these activities include watering the garden, considering the impact of their play and packing away at the end of the session. We also actively promote respect for equipment, the environment, ourselves and each other.

Sustainability is broadly viewed at Park Terrace Kindergarten and embedded in the program. Staff acknowledge the importance of sustainability in all its forms: Sustainability of relationships with staff, children, families and the community, sustainability of resources and environmental sustainability. Opportunities to promote children’s awareness of environmental sustainability are harnessed including gardening, worm farms, composting, recycling, water usage and reducing waste (‘no



plastic, that's fantastic'). Sustainable relationships are developed through experiences such as transition/orientation programs, a close relationship with feeder schools, the social and emotional programs and a genuine focus of staff in developing and maintaining rich relationships with children and their families. Learning sustainability is promoted through child voice, staff awareness of individual children's developmental strengths and needs, floor book methodology and the reflective practice embedded in our service. Children learn about sustainable living through intentional teaching where they develop an understanding of their bodies and the need to eat healthily, hydrate, sleep and relax well to maintain lifelong wellbeing. Sustainable practices have also been established to ensure children's development is observed, recorded, reflected upon and challenged cyclically over their Kindy year.

Key improvements sought for Quality Area 3

Improvement plan

Standard/ element	Identified Issue	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 3.2.2	Continuous improvement and development of outdoor space to meet needs Continued from 2017.	To continue to develop the outdoor learning space including the installation of shades, visual beautification and creation of quiet areas	M	Continue consultation with Port Lincoln City Council.	We will gain permission to lease the land.	Term 3 2018	A letter was received from council saying they would be in contact with Department for Education 12/4/17 in reference to this and parking at Centenary.
				Consultation with Department for Education			
				Relocation of the perimeter fence.	land will be included inside our perimeter.	Term 4 2018	Meeting scheduled for 8/2/17 with Department for Education facilities/PLJPS principal Kathy Davison & Rowena Fox Education Director. (Rescheduled for May 22 nd) 22/5/17 Department for Education clarified issues with land use and they will contact PLCC with a proposal for closing part of Park Tce. & reminding them of their core business; supporting their local community.
					Develop and create a mural	By end of	



				Work to further develop the outdoor play space with children & families	on an outdoor wall with local Aboriginal artists and students from the PLHS	term 3	22/3/18 Governing council member, Bek Boylan, has approached PLHS teacher (Wanda Jarvis) and students in regards to their availability to design and create a mural with our children. Staff to approach Wanda to organise a time to begin
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Quality Area 4: Staffing arrangements

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

Quality Area 4: Standards and elements

Standard 4.1 Staffing arrangements enhance children's learning and development.		
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.

Quality Area 4: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	section 161	Offence to operate education and care service without nominated supervisor
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 coordinators
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	regulations 119–120	Age and supervision requirements
4.2.2	regulation 117A–117C	Minimum requirements for a person in day-to-day charge, nominated supervisor and family day care educator
4.1.1, 4.1.2	regulations 121–124	Minimum number of educators required
4.1.1	regulations 125–128	Educational qualifications for educators
4.1.1, 4.1.2	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1.1	regulations 137–143	Approval and determination of qualifications
4.1.1, 4.1.2	regulation 144	Family day care educator assistant
4.1.1	regulations 145–152	Staff and educator records—centre-based services

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulation 153	Register of family day care educators
4.1.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
4.1.1, 4.1.2, 4.2.1, 4.2.2	regulation 168(2)(i)	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.
4.2.1	regulation 169(2)(d)	Additional policies and procedures in relation to monitoring, support and supervision of family day care educators (family day care service)
4.2.1	regulation 169(2)(g)	Additional policies and procedures in relation to the provision of information, assistance and training to family day care educators (family day care service)
4.1.1	regulation 239	Centre-based service offering a preschool program in a composite class in a school
4.1.1	regulation 239A	Centre-based services in remote and very remote areas—attendance of early childhood teachers
4.1.1	regulation 240	Qualifications for educators (centre-based service)
4.1.1	regulation 241	Persons taken to hold an approved early childhood teaching qualification
4.1.1	regulation 242	Persons taken to be early childhood teachers
4.1.1	regulation 243	Persons taken to hold an approved diploma level education and care qualification
4.1.1	regulation 243A	Persons taken to hold an approved diploma level education and care qualification for regulation 128 in Queensland
4.1.1	regulation 244	Persons taken to hold an approved certificate III level education and care qualification
4.1.1	regulations 260-262 ACT	Children over preschool age – minimum number of educators and qualifications required

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulations 266-267 ACT	Transitional provisions – staffing arrangements (centre-based services)
4.1.1	regulations 271-272 NSW	Minimum number of educators and qualifications and training required
4.1.1	regulation 278 NSW	Qualifications for primary contact staff members-saving
4.1.1	regulation 290 NT	General qualification requirements for educators – children over preschool age
4.1.1	Regulation 294 NT	Early childhood teacher – 60 or more children
4.1.1	regulation 385 ACT	Resignation of early childhood teacher

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths

Park Terrace Kindergarten staff team includes a full time Director, full time Teacher, 0.4 Teacher and 2 Early Childhood Workers who share a full time position (0.4 & 0.6). We have 3 Preschool Support Workers which include an English as a second language (ESL) support person. Our staffing levels ensure we meet the ratio of 1:11 at all times; our site capacity is 33 children per session.

Continuity of staff is a high priority at our site; to improve each child and family's sense of belonging and the depth and quality of the relationships we enjoy. It also enables the continuation of the high quality program which is valued by our kindergarten community. In consultation with our Governing Council it was decided to top up time for our Universal Access Teacher to make it a 0.6 position which is paid from the Park Terrace Kindergarten budget. Our 0.6 teacher is also our preferred relief staff and if she is already working we have 2 other relief teachers who are familiar with the staff, children and routines. Our Early Childhood relief is usually one of our support workers. In this way we maintain continuity and a high level of consistency in expectations for children which fosters their security.

The Director and Teachers have Bachelor of Education in Early Childhood degrees and current teacher registration. Our Early Childhood Workers and Integration Support people have Diplomas in Early Childhood. All core staff have up to date First Aid, Anaphylaxis and Asthma training, and all staff have Criminal History Screenings and are Mandated notifiers with Reporting Abuse and Neglect (RAN-EC) certification. Staff also uphold the Early Childhood Australia Code of Ethics and Public Sector Code of Ethics, Department for Education and site policies and grievance procedures (documentation is kept in the Director's office).

Our staff roster has been established to ensure all children have continuity of staff working with them. Group 1 attend Mondays and Tuesday's full days, group 2 attend Wednesdays and Thursdays and both groups alternate Friday mornings for 4 hours. Children receive 15 hours sessional kindergarten. Friday afternoons are used for reflection, staff meetings, programming, individual parent meetings, networking with childcare and school facilities, training and development and preparing the environment for learning.

Supervision of play spaces is maintained at all times. The Nominated Supervisor documentation is on the Prescribed Information Sheet in the front foyer along with the Responsible Person for the day; a green arrow indicates the Responsible

Person. One teacher is rostered on inside duty and one on outside duty each week. Our 3rd staff member moves between spaces supporting children and staff. Our 0.6 Early Childhood Worker organises referrals and screens children's phonological awareness in their first and fourth term of kindergarten. This informs staff of both individual and group needs and strengths; so that literacy experiences can be specifically tailored to maximise children's learning opportunities. All staff support children and each other during large group learning times.

Staff members work collaboratively and affirm, challenge, support and learn from and with each other to further develop our skills, to improve practice and relationships. Whole staff training and development, reviewing documentation (such as our philosophy and Quality Improvement Plan) and the experiences we share, align our values and beliefs and result in a shared vision and expectations which improves outcomes for children. There is a genuine cohesiveness with and respect for each other. All staff at Park Terrace Kindergarten have a high regard for National Quality Standards and other Legislative requirements (e.g. Work Health and Safety) and understand their value in ensuring education facilities provide the highest possible quality of care and service for all families, community and staff. As observed by one of our parents, *The physical space of PTK, the freedom and autonomy given to the kids, the support and communication from the staff, the way that kids are encouraged to be independent* Bec Sibly March 2018

Staff at our site complete an induction at the beginning of each year and relief staff are inducted as required. A staff orientation handbook has been developed for work experience students and volunteers. Volunteers at our site also have criminal history checks and RAN-EC training (including our Parent Committee members). Pre-service teachers and Diploma of Early Childhood students are welcomed and valued participants at our site. Performance Development Processes are ongoing and revisited during the year to ensure staff are on track and working toward their individual and site Quality Improvement Plan goals and are supported adequately to meet their targets.

Key improvements sought for Quality Area 4

Improvement plan

Standard/ element	Identified Issue	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 4.2.1.and 4.2.2 <i>This also connects with Quality Area 6</i>	Our staff have identified in a self- review that cultural competence is an area for development	Staff have developed a Culturally appropriate environment for all our families	H	1.Attend Cultural Competence training	Staff implementing changes to practice to meet cultural needs.	Term 2 2018	Closure Day organised for whole staff training 18 th May 2018.
				Explore the cultures of the children who attend kindergarten	Staff feel confident to access local resources and knowledge to provide a culturally inclusive program in our site	Term 4 2018	All children have shared information about their family and culture through sharing time routines (throughout term 1) Most families attended an afternoon tea at Kindy in week 3 term 1 to create a sense of belonging

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.

Quality Area 5: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
5.1.2, 5.2.2	section 166	Offence to use inappropriate discipline
5.1.1, 5.2.1, 5.2.2	regulation 73	Educational program
5.2.1, 5.2.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 155	Interactions with children
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 156	Relationships in groups
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 168(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths

Staff at Park Terrace Kindergarten believe children need to feel accepted, included, safe, supported and have a strong sense of belonging before they are able to fully participate in the program. As such, every effort is made to achieve this as early as possible. On enrolment, parents complete an information sheet about their child's interests, strengths and needs ('About My Child Survey' which are kept in the front of the observation folders if required for reference at any time). Parents also provide the name of their childcare setting, if they already access care, with permission for kindergarten staff to visit the site to meet with their child and talk with child care staff. During the holidays in the fortnight prior to children commencing their kindergarten year staff visit the child care settings. Childcare staff share current understandings about the child, their play interests and their development. We speak with the children and ask what they would like to see or play with when they come to Park Terrace Kindergarten. These sources of information form the foundation of the program and how staff set-up the physical environment.

Orientation visits are organised with families in the term prior to beginning Kindergarten. These visits are co-ordinated with our current children's orientation to school visits, so capacity requirements are met. During these visits they meet and interact with their Kindy staff, have a photo taken and children who require support (additional needs, speech and language concerns etc) are identified and referred so support is available for them as early as possible. The photo is used to make notice pocket and locker labels and 'how do I feel today' cards which support children's sense of belonging when they start kindergarten.

At every opportunity staff engage children in meaningful interactions and through these develop warm, trusting relationships where children are able to learn about themselves, others and their world. We acknowledge that each child is unique and we aim to develop a rich knowledge of both the child and their family. One of the strategies used at our site is the greeting and 'sharing time' routine. In the first term children attend, the focus for sharing time is their family. Staff also share information with children about their own families, pets and interests. After each child or staff member shares with the group a page is added to our 'Family Book', which is available for children and their families to share in the library corner or foyer. This activity ensures every child feels included and valued by staff and peers.

All staff have high expectations for children and view every child as a competent and capable learner. As such, we listen carefully to what they say and encourage them to make decisions about their learning and the routines. We believe this is why the program at Park Terrace Kindergarten is so dynamic and exciting. We are continually challenged to adapt and be

flexible with current plans to follow the emerging interests of children. Staff continually maintain information about children's interests and development and they are able to recognise and implement learning opportunities as they arise or are required. Collaborative learning is highly valued and fostered at Park Terrace Kindergarten. Children are encouraged to support each other and problem solve together in both play and more structured learning. We believe learning can be effectively scaffolded by both peers, adults and the environment at our site.

Children at Park Terrace Kindergarten learn about the 'Emotional Rooms' (John Joseph) and 'The Bucket Theory' (Carol McCloud) as models which support their thinking, emotions, behaviour and social interactions. These models are explicitly taught using story and activities to help children connect with and use these ideas. We find children develop increased confidence and autonomy when they have an improved awareness of themselves, their thinking and emotions. In 2017, our STEM Play Inquiry Project focussed on children's Executive Function development and the outcomes were significant for children, particularly those children finding impulse control, flexibility or working memory tasks difficult. We intend to continue to introduce these concepts through play and explicit teaching this year. Bias and unfair play are challenged by staff and peers using these models as a basis for exploring fair and inclusive behaviour.

Staff use a problem solving approach for issues concerning respect or behaviour; we view all children's behaviour as communication. We work with them to talk about the issue, what they could have done instead and discuss and follow through the natural consequences with them. Restorative practice is important in this process as we teach children to be fair and to acknowledge other's points of view and needs. They are encouraged to be responsible and make amends giving eye contact and using an appropriate voice and or actions to repair/restore the relationship.

Each child is treated with dignity and their rights are maintained at all times. This is evident, for example, in the way our speech and language support is provided. Staff welcome children's friends to play the games, which support their development and they appear to be unaware of the actual focus of the games and activities. Toileting, anxieties and separation concerns are discreetly and sensitively supported by all staff.

Key improvements sought for Quality Area 5

Improvement plan

Standard/ element	Identified Issue	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 5.2.1 1.2.3	We understand how important it is to provide opportunities for children to collaboratively discuss issues that will affect them particularly when developing their learning environment. As such, children's voice will be integral to the development of their outdoor learning space.	Children will collaborate to be active participants in the development of the outdoor learning environment.	H	<p>In 2017 we asked children as a group: 'What would you do there?' if we acquired the land at the rear of the Kindy. We need to do this with our current cohort.</p> <p>Children & staff will work collaboratively with Karen Carr to develop a plan for development with or without the Council land.</p>	<p>Children will have clear, agreed goals for their outdoor play space development.</p> <p>A plan will exist which will guide further development of the outdoor space.</p>	<p>Week 4 Term 2</p> <p>Term 4</p>	<p>T1 Children have had opportunity to orient to their learning environment and understand what is available for their play</p> <p>Staff have documented children's use of the available indoor/outdoor play spaces in anecdotal observations</p>

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.	

Quality Area 6: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
6.1.2	section 168	Offence relating to required programs
6.1.3	section 172	Offence to fail to display prescribed information
6.1.3, 6.2.1	section 175	Offence relating to requirement to keep enrolment and other documents
6.1.1, 6.1.3	regulation 31	Condition on service approval – quality improvement plan
6.1.1, 6.1.2, 6.2.2, 6.2.3	regulation 73	Educational programs
6.1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1.3	regulation 75	Information about the educational program to be kept available
6.1.3, 6.2.2	regulation 76	Information about educational program to be given to parents
6.1.3	regulation 80	Weekly menu
6.1.1, 6.1.2, 6.1.3, 6.2.1	regulation 111	Administrative space (centre-based services)
6.1.2	regulation 155(e)	Interactions with children have regard to the family and cultural values, age, and physical and intellectual development and abilities of each child
6.1.1	regulation 157	Access for parents
6.1.1, 6.1.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
6.2.1	regulation 168(2)(j)	Education and care service must have policies and procedures in relation to interactions with children
6.1.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation

Standard/element	National Law (section) and National Regulations (regulation)	
6.1.3	regulation 171	Policies and procedures to be kept available
6.1.1, 6.1.3, 6.2.2	regulation 172	Notification of change to policies or procedures
6.1.3	regulation 173	Prescribed information is to be displayed
6.1.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1.3	regulation 181	Confidentiality of records kept by approved provider
6.1.3	regulation 182	Confidentiality of records kept by family day care educator
6.1.3	regulation 183	Storage of records and other documents
6.1.2	regulation 274A NSW	Programs for children over preschool age
6.1.2	regulation 289A NT	Programs for children over preschool age
6.1.2	regulation 298A Qld	Programs for children over preschool age

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths

An Intention to Enrol is our first contact with every new family. The person enrolling the child is given a brief explanation about our enrolment process and the program and practice at Park Terrace Kindergarten. Families residing in our local catchment area are given priority of access in round 1; families living outside our catchment area who express an interest in enrolling with us are put on a waiting list for the second round and are assured of a position in at least one of the Preschools in Port Lincoln. Staff view relationships as a priority; we believe that strong collaborative relationships provide the best outcomes for children whether they are between children, staff, families, our Kindy community or the broader local community. Every family is greeted on arrival by a staff person and we ensure that we make time to interact with all families about their children's successes, needs and progress. This occurs both formally (Progress meetings in terms 1 & 3) and informally (End of the day discussions, our closed Facebook group, e-mail, telephone calls & text messages).

There is an effective enrolment and orientation process for families at Park Terrace Kindergarten. Parents are invited to attend an information and enrolment meeting in the term prior to their child beginning orientation visits. All staff, where possible, attend these meetings to introduce themselves and meet the families. The information provided at this introductory meeting aims to provide families with an understanding of the site philosophy, the educational program, the routines, site policies and expectations (such as food, sustainable practices etc.), how they can be involved and what support staff and other agencies can offer their family. This information is provided visually (photographs & diagrams in a PowerPoint presentation), audibly and in written form (a take home pack) to maximise the impact of the meeting and to ensure families are provided with multimodal ways of knowing about our service. Once enrolled, children are allowed to visit with their parents any time as well as 3 orientation visits which coincide with school Transition times.

We also offer parents information throughout their Kindy year about aspects of children's development (i.e. speech and language), their learning (i.e. Learning through play. Literacy/Numeracy Indicators, S.T.E.M.) and parenting (i.e. 'The Emotional Rooms' a model which supports children to understand their thinking and emotions and is used by staff in managing children's behaviour; such as anxieties, disappointment, anger etc.). Such information supports parents in understanding what and how children learn and develop and supports them in their parenting role.

Decision making at Park Terrace Kindergarten is seen as a joint role; a partnership between children, families and staff. We ensure that parents are involved in the decisions about what happens at Park Terrace Kindergarten not only for their own children but for the whole site. Everyone in our Kindy community is invited to attend our parent group (Governing Council)

meetings and contribute toward the discussion and decisions about our site. This includes developing our Statement of Philosophy, reviewing our current Quality Improvement Plan and progress, financial decisions, establishing goals for further development, reviewing policies, etc. Newsletter Feedback Forms also invite families to share their ideas and thoughts with staff on an ongoing basis; about the program offered, what children are sharing with them and any concerns or suggestions they may have. The Annual Department for Education Parent Opinion Survey provides opportunity for parents to comment about the teaching and learning, relationships and leadership/decision making at the site and is used to inform the next years Quality Improvement Plan.

We welcome family involvement in our Kindergarten. Our Parent Information Book lists a variety of ways children's families can be involved in life at Park Terrace Kindergarten. We also regularly invite parent involvement through our newsletters, verbally and through invitations to special family events (such as our annual Gym-a-thon). Parents are also encouraged to share their culture, values and beliefs in a variety of ways at Park Terrace Kindergarten. We share and celebrate each family's culture in term 1 through our 'sharing time' topic 'My Family' and we develop a book, with information about each family and their culture, which is available in the foyer area on the book shelf. We look more closely at family cultural backgrounds in term 2 and invite families to share information, songs, greetings, dance, crafts and cooking with our Kindy community. Families are also encouraged to share their expertise in a myriad of ways, from fixing equipment, bringing their interests and skills to share within the program or taking on a role on the Governing Council.

Our Parent Information Book highlights other services available through the Department for Education and our Community (e.g. Child and Family Health Service, School Dental Services, Speech and Psychology Services). Pamphlets and notices are displayed in the foyer and on the parent notice board; these include information brochures, when parenting courses or information sessions are available and this information is also included in our newsletters. If children and families need or already have access to other agencies we actively liaise with them so our children have the support and environment that provides for their full participation in the program. Community services such as Child and Family Health regularly conduct screenings for families at our site and we use these opportunities, with the family's permission, to collaborate and improve outcomes for families through sharing information.

We have strong community connections and work with and within our community. We have been working with the Port Lincoln City Council to gain access to the land at the rear of our Kindy. This was initiated by our 2016 cohort of children noticing that this land may offer a solution to their need for a space to "run trucks through puddles". Park Terrace Kindergarten frequently conducts excursions to engage in our community which enhances our children's experiences and learning (Fire Station, Port Lincoln Children's Centre bike track, local shops etc.). As part of our community involvement we also access both the Port Lincoln High School and Centenary ovals for our daily physical activity program. We share

information with families about our community participation in the form of a 'Community Floor Book'.

Our relocation to the Port Lincoln Junior Primary School site has strengthened our professional relationships with staff at this school and it aids in open communication and sharing of resources and knowledge. If families attend both services it also allows for one drop off and collection point and a seamless transition to school. We ensure we maintain strong ties with all of our feeder schools and regularly attend events where possible (i.e. Sports Days and celebrations). Our transition programs vary slightly between schools but usually follow a pattern; Kindy children visit schools throughout their Kindy year, school staff visit the Kindy to meet children and exchange information (in term 4 with parent permission) and weekly orientation visits to school (4-6 visits).

Key improvements sought for Quality Area 6

Improvement plan

Standard/ element	Identified Issue	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 6.1.2 <i>This also connects with Quality Area 4</i>	Park Terrace Kindergarten has a broad cross section of family backgrounds – we need to develop a deep understanding of the diverse skills, culture, values and beliefs of every family and ensure they feel connected and included in all aspects of our service.	Staff have noticed the diversity of families and want all families to feel included and valued in our site	H	Staff will create strong relationships with families	Families will attend kindy to share information about their culture	Term 2, 2018	T1 – In our Child Entry Profiles – parents were invited to record their current skills/interests/needs
				Staff will invite families to share their culture	Children will respectfully share their new learning at home	Term 3 2018	Every child has been invited to share information about their family to the group. Parents have assisted children to prepare this information.
				Staff will embrace families as experts and value their contribution	Staff will have a deeper knowledge and understanding of their children and families		Staff have been actively building relationships with all families with daily greetings/informal conversations/phone calls/parent interviews recently conducted (weeks 9-11 Term 1).

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 directions 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.

Quality Area 7: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	section 12	Applicant must be fit and proper person (provider approvals)
7.1.2	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.2	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.1	section 31	Condition on service approval—quality improvement plan
7.1.2	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
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
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, 7.1.3	section 163	Offence relating to appointment or engagement of family day care co-ordinators
7.1.2	section 164	Offence relating to assistance to family day care educators
7.1.2, 7.1.3	section 164A	Offence relating to the education and care of children by family day care service
7.1.3	section 165(2)	Offence to inadequately supervise children
7.1.3	section 166	Offence to use inappropriate discipline

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.3	section 167(2)	Offence relating to protection of children from harm and hazards
7.1.3	section 167(3)	Offence relating to protection of children from harm and hazards
7.2.2	section 168	Offence relating to required programs
7.1.3	section 168(2)	Offence relating to required programs
7.1.2, 7.1.3	section 169	Offence relating to staffing arrangements
7.1.2	section 170	Offence relating to unauthorised persons on education and care service premises
7.1.3	section 170(3)	Offence relating to unauthorised persons on education and care service premises
7.1.3	section 170(4)	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, 7.1.3	section 174A	Family day care educator to notify certain information to approved provider
7.1.2	section 175	Offence relating to requirement to keep enrolment and other document
7.1.3	section 175(3)	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	regulation 16	Matters relating to criminal history
7.2.1	regulation 31	Condition on service approval-quality improvement plan
7.1.1, 7.2.1	regulation 55	Quality improvement plans

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.1, 7.2.1	regulation 56	Review and revision of quality improvement plans
7.1.3	regulation 72	Offences in relation to giving false or misleading statements about ratings
7.2.2	regulation 73	Educational program
7.1.3	regulation 77(2-3)	Health, hygiene and safe food practices
7.1.3	regulation 78(2-3)	Food and beverages
7.1.3	regulation 79(2-3)	Service providing food and beverages
7.1.3	regulation 80(2-3)	Weekly menu
7.1.3	regulation 81(2-3)	Sleep and rest
7.1.3	regulation 82	Tobacco, drug and alcohol-free environment
7.1.3	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
7.1.2, 7.1.3	regulation 84	Awareness of child protection law
7.1.2, 7.1.3	regulation 85	Incident, injury, trauma and illness policies and procedures
7.1.2	regulation 86	Notification to parents of incident, injury, trauma and illness
7.1.2, 7.1.3	regulation 87	Incident, injury, trauma and illness record
7.1.2	regulation 88	Infectious diseases
7.1.2, 7.1.3	regulation 89	First aid kits
7.1.2, 7.1.3	regulation 90	Medical conditions policy
7.1.2, 7.1.3	regulation 92	Medication record
Standard/element	National Law (section) and National Regulations (regulation)	

7.1.3	regulation 93(3-4)	Administration of medication
7.1.3	regulation 94(2)	Exception to authorisation requirement—anaphylaxis or asthma emergency
7.1.3	regulation 95(c)	Procedure for administration of medication
7.1.2, 7.1.3	regulation 97	Emergency and evacuation procedures
7.1.3	regulation 98	Telephone or other equipment
7.1.2, 7.1.3	regulation 99	Children leaving the education and care service premises
7.1.3	regulation 100	Risk assessment must be conducted before excursion
7.1.2	regulation 101	Conduct of risk assessment for excursion
7.1.3	regulation 102	Authorisation for excursions
7.1.2, 7.1.3	regulation 116	Assessments of family day care residences and approved family day care venues
7.1.3, 7.2.2	regulation 118	Educational leader
7.1.3	regulation 120A	Placing a person in day-to-day charge
7.1.2	regulations 117A-117C	Minimum requirements for persons in day-to-day charge, nominated supervisors and family day care educators
7.1.3	regulation 124	Number of children who can be educated and cared for—family day care educator
7.1.3	regulation 136	First aid qualifications
7.1.3	regulation 144	Family day care educator assistant
7.1.2	regulations 145-147	Staff and educator records – centre-based services
7.1.2, 7.2.2	regulation 148	Staff and educator records – centre based services - Educational Leader
7.1.2	regulations 149-152	Staff and educator records – centre-based services
Standard/element	National Law (section) and National Regulations (regulation)	

7.1.2	regulations 153-154	Register of family day care educators, co-ordinators and assistants
7.1.3	regulation 155	Interactions with children
7.1.3	regulation 157	Access for parents
7.1.2	regulations 158-162	Attendance and enrolment records
7.1.3	regulation 159	Children's attendance record to be kept by family day care educator
7.1.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
7.1.3	regulation 161(2)	Authorisations to be kept in enrolment record
7.1.2	regulation 163-166	Residents at family day care residence and family day care educator assistants
7.1.3	regulation 164	Requirement for notice of new persons at residence
7.1.3	regulation 165(2)	Record of visitors
7.1.3	regulation 166(2)	Children not to be alone with visitors
7.1.2	regulation 167	Record of service's compliance
7.1.2, 7.1.3, 7.2.3	regulation 168	Education and care service must have policies and procedures
7.1.2, 7.1.3, 7.2.3	regulation 169	Additional policies and procedures—family day care service
7.1.2, 7.1.3	regulation 170	Policies and procedures to be followed
7.1.2, 7.1.3	regulation 171	Policies and procedures to be kept available
7.1.2	regulation 172	Notification of change to policies or procedures
Standard/element	National Law (section) and National Regulations (regulation)	

7.1.2	regulations 173-176A	Display and reporting of prescribed information
7.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
7.1.3	regulation 179	Family day care educator to provide documents on leaving service
7.1.2, 7.1.3	regulation 180	Evidence of prescribed insurance
7.1.2	regulation 181	Confidentiality of records kept by approved provider
7.1.3	regulation 182	Confidentiality of records kept by family day care educator
7.1.2	regulations 183-184	Confidentiality and storage of records
7.1.2, 7.1.3	regulation 185	Law and regulations to be available
7.1.2	regulation 344 Tasmania	Safety screening clearance – 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

Quality Improvement Plan for Quality Area 7

Summary of Strengths

Strengths

Our Statement of Philosophy is developed through a process of consultation with families, children and staff and it is a genuine reflection of our shared beliefs about children, their development and learning. The statement is revisited each year to ensure it meets the beliefs and values of the new cohort of children, their families and current staff. It changes as our community, knowledge and experience changes and our philosophy guides us in everything we do at Park Terrace Kindergarten.

Park Terrace Kindergarten is a Department for Education site. We are guided by and adhere to Department guidelines, protocols and policies (i.e. All staff hold current National Police Certification for criminal clearance. Risk assessment procedures are followed etc). Leadership at Park Terrace Kindergarten itself is a shared commitment and staff work together, although ultimate responsibility lies with the Director. Staff roles are clearly defined and understood which allows for the high quality operation to be maintained even during the occasional absence of staff members. The Governing Council, referred to as the Parent Group (a less daunting label which previous families suggested may have been a barrier to their participation at Park Terrace Kindergarten), supports the Director to manage the Kindergarten. The Governing Council is elected at an Annual General Meeting which is held early in each new school year. We have a strong community profile and are well supported each year with an active group of representatives who willingly take the roles of chairperson, vice-chairperson, treasurer, secretary and general members. Minutes, financial reports and the Director's report are ratified and filed after each meeting. Governance processes are regularly reviewed at both Department and local levels to ensure our site operates a quality service.

Other relevant management procedures include but are not exclusive to an induction procedure for new staff, the development of site specific policies, Benefit/Risk assessment procedures, confidential/secure storage of required records (password and lock protected) archiving records appropriately and Performance Development Reviews. The goals of the Performance Development Plans include those linked to the site Quality Improvement Plan (QIP) as well as personal goals identified by the individual. Performance Development conversations include 2 formal reviews (6 monthly) with written feedback and ongoing informal conversation.

The Quality Improvement Plan at Park Terrace Kindergarten is developed through a self-assessment review process of the seven quality areas. Areas for improvement are identified, goals developed and achievable steps and timeframes agreed

upon. This is a 'living' document which is revisited at staff and Governing Council meetings and added to as required and when progress is made.

We meet as a staff team every Friday to discuss individual children's development, reflect on the week's activities and plan for the following week. We also share new information we have gathered from personal reading and research. Every new staff person is given the Staff Induction Folder when they begin working at our site and they complete relevant induction forms. Following introductions to the rest of the staff team they are given a tour of the site. We have a staff team meeting and discuss our values and beliefs and an outline of the programs we have implemented, how they were developed and why they are important to our program. Any concerns or issues are discussed at this time. A file for each staff member is kept with paper copies of certificates and training qualifications ie RAN-EC, Police Clearances, Child Protection Curriculum Training, Teacher Registrations on file (for centre based staff as well as relief) and we also keep an electronic system in place through the HRS.

The educational leadership at Park Terrace Kindergarten is viewed as a shared role, all of us are leaders (including our children) in developing and implementing the program. Staff develop the skills, values and capacity of our team by all attending training and development together whenever possible. This helps to ensure we are all working toward the same goals with the same knowledge. We are a team who embraces change and new ways of knowing. We all have high expectations for ourselves; we value each other for our individual strengths, support each other when needed and are provided with a level of autonomy which ensures each of us are working to our full potential.

Effective Administration systems are in place at the centre including the use of the online Department for Education portals: EYS, STAR, HRS, IRMS, FAMIS, FABSNET.

Key improvements sought for Quality Area 7

Improvement plan

Standard/ element	Identified Issue	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 7.1.2	Management procedures documented to support the smooth operation of the service (ie in the absence of the Director)	Management procedures are well documented and facilitate ease of use for relief staff	M	Time to be allocated each Term to focus on one specific area. Written procedures to be recorded in Staff minutes with reflection on progress and outcomes.	Written procedures will be available on the notice board in the Director's office Procedures will be trialled during Directors absence	Term 3 2018	Term 1 – a list of the required procedures was discussed with staff in term 1 – what information is required if the Director is absent for the day? This is documented in staff minutes
7.1 7.1.2	Following the re-location from Cranston Street to Park Terrace premises, the site is still working through the effective archiving of records. This is an ongoing process.	Effective/compliant/secure storage of all past records is in place	M-L	Download Disposal 31 document to determine regulations/requirements Allocate time on a termly planner for this to be done	Previous years archiving will be stored appropriately	Term 4 2018	Director has undertaken archiving T&D in 2016 4/4/18 Director has communicated with Records Management Division in Adelaide office and temporary storage approved in the Park Terrace Kindergarten storage shed 4/4/18 Director downloaded Disposal 31 document which will facilitate the progress