

Port Wakefield Kindergarten Quality Improvement Plan

2018 National Quality Standard



Australian Children's
Education & Care
Quality Authority

Service details

Service name		Service approval number	
Port Wakefield Kindergarten			
Primary contacts at service			
Chloe Stephens – Preschool Director			
Physical location of service		Physical location contact details	
Street	Thomas Crescent	Telephone	08 8867 1187
Suburb	Port Wakefield	Mobile	0421 152 043
State/territory	South Australia	Fax	
Postcode	5550	Email	dl.6629.leaders@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	Department for Education	Name	Chloe Stephens
Telephone	08 8226 1000	Telephone	08 8867 1187
Mobile		Mobile	0421 152 043
Fax	08 8226 1516	Fax	
Email		Email	dl.6629.leaders@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street	22 Mine Street	State/territory	South Australia
Suburb	Port Wakefield	Postcode	5550

Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Preschool	12:00 – 15:00	09:00 – 15:00	09:00 – 15:00				
Playgroup	09:00 – 10:30						
Occasional Care			09:00 – 13:00				
Associated Program/Early Entry		09:00 – 13:00					

Additional information about your service

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

- On road parking for families directly out the front of the centre
- Centre runs to Department for Education school terms
- 4 pupil free days per year – contact Kindergarten for future dates
- Children attending early entry and associated program are also integrated into the preschool session on both Tuesday and Wednesday
- Occasional care program is for children aged 2-4 years
- Occasional care program is integrated into preschool session on Wednesday

How are the children grouped at your service?

- Occasional care and associated program are integrated into preschool program.

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

- Chloe Stephens – Nominated Supervisor

Service statement of philosophy

The statement of philosophy was created in 2017 in collaboration with staff and families at the kindergarten. In June 2018 I started at Port Wakefield Kindergarten as the new director so we are in the process of reviewing the service statement of philosophy.

2017 – Statement of Philosophy

We believe that play based learning within a child centred curriculum is the best environment for children's learning and development.

We value diversity and promote each child's sense of Identity and Wellbeing. We support sustainable practices. We understand that early childhood years are about valuing the here and now in a child's ongoing development and life-long learning.

Our shared values with families are: Confidence, Communication, Independence, Creativity, Respect, Play

In our work with children and families we will be: Child centred, strengths based, working in partnerships, thinking holistically

To ensure that every child is supported in their learning and development Educators will:

- Evaluate their practice
- View children's self – regulation as part of the learning process
- Talk about learning
- Use feedback from children and families to inform the program
- Engage in dialogue
- Encourage challenge
- Develop positive relationships
- Inform all about the language of learning
- Value focus and perseverance and deliberate practice

Quality Area 1: Educational program and practice

Quality Improvement Plan for Quality Area 1 – Summary of strengths

Standard 1.1 Program: The educational program enhances each child's learning and development

Element 1.1.1 Curriculum decision –making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

- Our educational program is guided by the Early Years Learning Framework (EYLF) and encompasses the learning outcomes, principles and practices.
- Curriculum decisions are based on reflection of the engagement, learning and needs of groups and individual children.

Element 1.1.2 Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.

- Each child is part of a focus group of children. Educators each have a focus group. Focus groups are discussed at fortnightly staff meetings.
- Information about children and their learning is gathered and documented through educator observations, photographs, floor book, individual learning portfolios and each child's individual Early Years Learning Framework document.
- Information about children is gathered from families and documented through the enrolment process and parent – teacher meetings as well as both formal and informal discussions throughout the year.
- Individual learning goals are developed in consultation with families for every child. Children's individual learning plan goals are used to inform the learning plans, along with current interests and children's own goals / needs as they arise. Individual learning plans are regularly updated by educators and families.
- Work closely with The Department for Education support services to implement programs developed for individual children.

Element 1.1.3 All aspects of the program, including routines are organised in ways that maximise opportunities for each child's learning.

- The daily routine is designed to maximise time for children's choice e.g. fruit can be eaten in designated locations when children choose to eat and large blocks of time are scheduled for uninterrupted play.
- Utilize visual cues on the timetable board.
- Educators observe and listen to children in order to be supportive of their wellbeing needs and emerging ideas.

Standard 1.2 Practice: Educators facilitate and extend each child's learning and development

Element 1.2.1 Educators are deliberate, purposeful, and thoughtful in their decisions and actions

- Each child has an individual learning portfolio that is readily available to educators, children and families at all times.
- The floor book contains a range of examples of children's engagement in learning and is regularly looked at by our families. The floor book contains 'Possible Lines of Development' (P.L.O.D) and links to the EYLF outcomes.
- Visual displays of children's work in the centre demonstrate children's learning.
- Educators use intentional teaching strategies such as modelling literacy and numeracy language and concepts.

Element 1.2.2 Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback

- Educators listen to, observe and interact with children and facilitate their developing interests and extend their learning through questioning and assistance to access supporting resources.
- We value opportunities to interact with all our children individually, small and large groups.
- Educators are co-players with the children, flexibly responding to children's interests as they occur.

Element 1.2.3 Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world

- The learning environment is set up to enable children to access a range of materials and equipment.
- Children are encouraged to request items that are not currently readily available (i.e. resources stored in the shed / cupboard)
- The outdoor learning environment is set up daily – children are active participants in requesting what they would like to set up.
- Children are encouraged to have input into group experiences by selecting songs, books, games to play etc.

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

Element 1.3.1 Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observations, analysing learning, documentation, planning, implementation and reflection

- Each child is part of a focus group of children.
- Every child's learning and wellbeing is reflected on at least twice per term by educators, during formal team meetings and through educators daily documentation.
- All children have an Individual EYLF document as well as an Individual Preschool Literacy and Numeracy document to record their development.
- Learning program is flexible based on the floor book P.L.O.D as well as intentional teaching.
- Program is flexible to incorporate emerging needs and interests as they develop.

Element 1.3.2 Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation

- Educators engage in informal, formal, reflective conversations at the end of each day.
- Educators conduct fortnightly staff meetings to reflect on a range of aspects of the centre i.e. policies, procedures, practices.
- Reflections on children's learning and our teaching informs the ongoing program and our practice.

Element 1.3.3 Families are informed about the program and their child's progress

- Each child has an individual learning portfolio which is always available for children, families and educators.
- Curriculum updates are provided via newsletters.
- Educators are available to chat with families at the beginning and end of sessions about their child's learning and wellbeing.
- The floor book is available for families at all times and they are welcome to provide feedback or make comments in the floor book.
- Parent / family suggestion box available for families at all times.

Quality Improvement Plan for Quality Area 1 – Key Improvements sought for Quality Area 1

<i>Standard / Element</i>	<i>What outcome or goal do we seek?</i>	<i>Priority (L/M/H)</i>	<i>How we will achieve this outcome? (Steps)</i>	<i>Success Measure</i>	<i>By When?</i>
1.3.1 Assessment and Planning Cycle As a new staff team we have agreed upon a range of accessible documentation strategies. However, it is a new process involving trailing, reflecting upon the effectiveness of our strategies and gaining feedback from families. Through this process we are developing an effective cycle for planning, documenting and evaluating for each child.	Review our planning processes to ensure it is effective for planning, documenting and evaluating for each child.	H	Collaborate with staff team to embed our planning, documentation and evaluation cycle. Strengthen family input into developing individual goals and reflections on progress. Educators responsible for focus children and maintain documentation about engagement and learning for children – all educators also to contribute to each child. Review process to ensure all children are planned for specifically via focus groups during fortnightly meetings. Review the cycle to ensure effectiveness and modify accordingly.	Planning cycle developed and implemented. Meetings with families held. Individual goals and progress recorded. Documentation evident and information contributed when planning. Focus groups are set up. Planning cycle is reviewed for effectiveness and modifications made where needed.	Term 3 Ongoing Ongoing Term 3 Ongoing
1.3.2 Critical Reflection As a new staff team we need to ensure we are using critical reflection as an ongoing tool to enable us to continually improve. Need to ensure all staff are thinking and reflecting at a 'deeper' level to build on their knowledge and skills.	Ensure we are using critical reflection as an ongoing tool to enable us to continually improve.	H	Collaborate with staff team to reflect each day using specific questions. Set aside specific time during staff meetings for critical reflection. Involve families by providing them with specific questions to contribute to the continual improvement of the centre.	Critical reflection book implemented and staff contributing their thoughts, feelings, ideas etc. Discussion at staff meetings. Family feedback through asking them specific questions in the newsletter / parent feedback / surveys etc.	Term 3 - ongoing

Quality Area 2: Children's health and safety

Quality Improvement Plan for Quality Area 2 – Summary of strengths

Standard 2.1 Health: Each child's health and physical activity is supported and promoted

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.

- Every child with a diagnosed health need has a plan in place i.e. asthma plan.
- Children's medication is stored in a clearly labelled container with both the medication and a copy of the health care plan.
- Sunscreen is supplied according to the site policy when UV rating is at 3 or above. Sunsmart app is checked daily.
- First aid is provided promptly when required.
- When planning and setting up the environment both inside and outside, consideration is given to quiet areas where children can relax comfortably i.e. lounge in the book area, sleep mats, indoor and outdoor cushions, make shift cubbies.
- Regular opportunities for relaxation.
- Program includes discussion re: dignity – privacy of others using bathroom.

Element 2.1.2 Effective illness and injury management and hygiene practices are promoted and implemented.

- Kitchen and bathroom facilities are professionally cleaned daily and cleaned by educators as required during the day.
- Preventative steps are in place to control the incidence and spread of infectious conditions.
- Families are advised of the circumstances when ill children should be kept home via parent information handbook, newsletters and conversations.
- Families are informed when an infectious condition has been notified via whiteboard and in person.
- All families are requested to provide evidence of immunisation status at the time of enrolment.
- All educators have current first aid qualifications.
- First aid, incident, illness and accident forms are completed for all injuries requiring first aid.
- Parents / families are informed of incidents and injuries and are requested to read and sign the completed form.
- Serious injuries i.e. head injury are reported immediately to parents / families.
- At the end of each term, injury reports are reviewed and data is collated. Educators review the data and determine if any modifications to the kindergarten environment need to be made.

Element 2.1.3 Healthy eating and physical activity are promoted and appropriate for each child.

- Healthy eating policy and guidelines are provided to families at enrolment.
- Healthy eating policy has recently been reviewed and is available to families.
- Healthy eating is discussed regularly with children as educators sit and eat with the children whilst they eat.
- Children learn about healthy food through cooking and planting produce.
- A variety of fruit is regularly available for children to taste / eat in addition to their provided snacks.

- Children are encouraged to be active.
- Climbing equipment is regularly moved to encourage children to challenge themselves and engage in new physical challenges.
- Music and movement based games are a regular part of the day both in planned and spontaneous group times.
- Children have access to Port Wakefield Primary School and the fixed climbing equipment.
- Regular visits to the oval across the road from the kindergarten.
- Healthy eating and physical activity are important aspects of our program and are planned.

Standard 2.2 Safety: Each child is protected

Element 2.2.1 At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

- Risk assessments are completed for new and unfamiliar experiences, excursions and small walks around the Port Wakefield area.
- Regular safety checks are conducted – daily, termly and annually. Identified hazards are actioned promptly.
- Visitors are required to sign in / out and evidence of DCSI clearance sought.
- Hazardous substances are stored in locked cupboards / areas. Material Safety Data Sheets are available for the substances stored.
- Purchasing procedures requires risk assessment and is carried out for all new purchases.

Element 2.1.2 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

- Emergency evacuation, invacuation and lock down procedures are in place and practiced and reviewed with the children once a term.
- Children are involved in discussions about emergencies and being safe in emergencies.
- Fire extinguishers are checked according to the maintenance schedule.
- Emergency numbers are available near the phone.
- Bushfire emergency plan is in place.

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.

- All educators have current RAN training and understand their responsibility as mandated notifiers.
- Documentation related to mandatory reports is stored in a confidential file in the filing cabinet.
- Information about the Child Protection Curriculum is available for all families and is provided at the time of enrolment.
- Child Protection Curriculum is included in the program.

Quality Improvement Plan for Quality Area 2 – Key Improvements sought for Quality Area 2

<i>Standard / Element</i>	<i>What outcome or goal do we seek?</i>	<i>Priority (L/M/H)</i>	<i>How we will achieve this outcome? (Steps)</i>	<i>Success Measure</i>	<i>By When?</i>
2.1.3 Healthy Lifestyle Some children demonstrate limited awareness about healthy foods and about where foods come from. Many children bring a high proportion of package and processed foods. Many children have a very restricted range of foods that they eat.	Children have an increased understanding of where foods come from. Children have an increased understanding of which foods promote good health.	H	Continue to engage children in setting up an edible garden. Provide further opportunities to taste new fruits and vegetables. Provide a range of opportunities to learn about healthy foods for example through cooking, books, discussions, dramatic play. Review healthy eating policy and welcome family feedback. Provide families with information about healthy food and the benefits of healthy eating.	Children engaged in planting and caring for edible garden. Children taste a range of unprocessed foods. Children engage in a range of learning experiences about food. Policy reviewed and supported by the Governing Council. Information about healthy eating is regularly provided to families.	Week 1, Term 4. Ongoing Ongoing Term 3 Ongoing
2.2.1 Supervision	Educators to ensure equipment is safe, clean and well maintained to a high quality standard.	H	Record of risk assessments of learning environments both inside and outside. Risk assessments to be actioned accordingly. Safety, Task and Action Reporting System (S.T.A.R) to be updated and consistently updated and information recorded appropriately.	Documentation of records. S.T.A.R. Manager up to date.	Begin Term 3 Process is Ongoing

Quality Area 3: Physical environment

Quality Improvement Plan for Quality Area 3 – Summary of strengths

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

Element 3.1.1 Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child

- Recent plans have been drawn to renovate the bathrooms and nappy change area at the site.
- Recent plans have also been drawn to make some changes to the outside learning environment including shelter / shade.
- The centre is building up the available resources for both the indoor and outdoor learning environments.

Element 3.1.2 Premises, furniture and equipment are safe, clean and well maintained

- Facilities are regularly inspected to ensure safety
- Risk assessments are undertaken where a potential risk is identified.
- Regular maintenance is undertaken and hazards are dealt with promptly.
- Games, construction sets, books, puzzles are washed and wiped after use, prior to be returned to storage space.
- Tea towels, cloths, smocks etc are taken home by families or staff for washing.
- Daily and weekly check list is in place to ensure everything is regularly maintained.
- Broken and worn equipment has been removed. Purchasing / replacement plan developed.

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

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

- The learning environment is planned to provide opportunities for all children to engage in a wide range of choices both indoors and outdoors. Consideration is given to quiet areas, messy play, relaxation, active play and small and large group learning experiences.
- Access via wide front doors at entrance. Carpet and pinboards provide acoustic softening.

Element 3.2.2 Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning

- Individual children's observed needs and interests provide the basis for much of the planning of the set up of the environment and resources.
- Loose parts are available and open ended space, equipment and resources are readily available.

Element 3.2.3 The service cares for the environment and supports children to become environmentally responsible

- Children are learning about and engaging in a range of sustainable practices for example: colour coded bins have been provided which are consistent with home and community use, composting, worm farm, planting, watering, recycling etc.
- Children are encouraged and supported to learn about and demonstrate respect for the natural environment.
- Natural resources are used where available to support the play based curriculum.
- Families, educators and the wider community regularly supply waste materials for use in the kindergarten i.e. cereal boxes etc
- Families are advised of the sustainability focus and encouraged to support the program.
- Family inclusion of outside learning environment plan.
- Reuse of logs from the removal of trees included in the new playground design.

Quality Improvement Plan for Quality Area 3 – Key Improvements sought for Quality Area 3

<i>Standard / Element</i>	<i>What outcome or goal do we seek?</i>	<i>Priority (L/M/H)</i>	<i>How we will achieve this outcome? (Steps)</i>	<i>Success Measure</i>	<i>By When?</i>
3.1.1 Fit for purpose Outdoor and indoor spaces are suitable for their purpose.	To improve the outdoor play environment i.e. to ensure there is adequate shade and shelter. Bathroom and nappy change area updated to adhere to the National Quality Standards.	H	Continue with improvements in the outside environment. Reflect on current environment; liaise with families, educators, children and governing council and explore possible improvements. Continue to collaborate with facilities manager to explore possible options. Ensure adequate funding is available. Put a long term plan in place. Prioritise accordingly and begin implementation.	The outdoor environment will be shaded, protected, stimulating environment and inviting for all children on a regular basis. Children will feel safe, secure and have privacy whilst using the bathroom.	Ongoing – asap.

Quality Area 4: Staffing arrangements

Quality Improvement Plan for Quality Area 4 – Summary of strengths

Standard 4.1 Staffing arrangements: staffing arrangements enhance children's learning and development

Element 4.1.1 The organisation of educators across the service supports children's learning and development

- Educator child ratios are always maintained and, at most times higher than mandated by the National Quality Standards. This ensures child's safety and engagement. This enables educators to spend time with individuals and small groups of children to question, provoke and resource their learning, leading to deeper learning and outcomes improved for all.
- Educators have allocated break times and non-contact time as per the staff roster.
- All educators currently employed have all qualification documentation available in educator files.
- Educators work collaboratively and flexibly and communicate effectively if required to be off the floor to ensure adequate supervision.

Element 4.1.2 Every effort is made for children to experience continuity of educators at the service

- Regular relief educators are appointed wherever possible to provide continuity for children and families.

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

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

- Starting half way through the year with a new staff team it has meant we have had to get to know each other quickly and negotiate roles and responsibilities as a whole team.
- Regular fortnightly staff meetings are held to share a range of information including professional development, critical reflection, OHS&W and safety issues.
- As a new staff team we have established a culture of respect and support between educators.
- Educators share their ideas and participate in regular critical reflection as part of the fortnightly meetings.

Element 4.2.2 Professional standards guide practice, interactions and relationships

- The development of strong and positive relationships between educators, children and families are a high priority at our site.
- All educators have completed The Department for Education online Code of Ethics training and ensure they are engaging in ethical behaviour.
- The site has an induction folder which contains a range of professional standards, policies and procedures. This is available to all staff at all times and is presented to new staff and relief staff when they are at the site.
- Educators share their ideas and participate in regular critical reflection as part of the fortnightly meetings.

Quality Area 5: Relationships with Children

Quality Improvement Plan for Quality Area 5 – Summary of strengths

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

Element 5.1.1 Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included

- We provide a welcoming, relaxed and happy atmosphere.
- Children are treated as individuals and we are accommodating of individual needs or preferences of both children and families.
- Educators aim to greet all children and families and engage in a conversation with them both at the beginning and end of the day.
- Children enjoy coming to kindy each day – this has been evident through parent and family feedback.
- Children know their environment very well and demonstrate a sense of belonging.
- Children often initiate conversations with educators and will seek assistance if they need it.
- Snack time / lunch time are social and learning experiences with both educators and children sitting together.
- Parents, families and children are shown they are valued by ensuring that our interactions with them are unhurried.
- A range of processes are in place for getting to know each other i.e. information gathered during enrolment, parent – teacher meetings etc.
- Early entry for children with additional needs to support children and families become familiar with the environment.
- Playgroup offered for children and families from birth to 5 years which supports children and families to become familiar with the environment.

Element 5.1.2 The dignity and rights of every child are maintained

- Educators conduct themselves in a professional manner and model positive, respectful, trusting relationships.
- Educators support all children to engage in the learning environment.
- Site behaviour code outlines respectful and supportive strategies for assisting children to build and maintain positive relationships and provides a guide for responding sensitively to challenging behaviours.
- Confidential discussions about children are held in the privacy of the office.
- Educators respond promptly to children's behaviour and provide repeated guidance whenever necessary.
- Educators support children to negotiate their rights in relation to others, intervening when necessary.
- 'Dignity' and 'privacy' are discussed with children as their right, in light of the planned bathroom redevelopment.

Standard 5.2 Relationships with Children: each child is supported to build and maintain sensitive and responsive relationships

Element 5.2.1 Children are supported to collaborate, learn from and help each other

- All children have individual learning goals developed with the families.
- All educators document reflections and observations to build their understanding of each child.
- Children are given responsibilities that promote self-regulation and develop their individual skills i.e. putting their lunch box in their bag, accessing their own water bottle.
- Children are given the opportunity to take on a leadership role during group games.
- Individual children are supported to access quiet time / quiet spaces when required / requested.
- All children have the opportunity to share their learning, thoughts and ideas during group discussions.
- The program specifically offers opportunities for social learning, collaboration and interdependence.

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

- Educators respond promptly to children's behaviour and provide repeated guidance whenever necessary.
- Educators support children to negotiate their rights in relation to others, intervening when necessary.
- Educators support children to use their words when conflict arises.
- Where appropriate, children experiencing ongoing difficulties with self-regulation and behaviour are referred to The Department for Education support services and subsequently provide additional funding to provide preschool support.

Quality Area 6: Collaborative partnerships with families and communities

Quality Improvement Plan for Quality Area 6 – Summary of strengths

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

Element 6.1.1 Families are supported from enrolment to be involved in the service and contribute to service decisions

- Families are invited and encouraged to join the Governing Council.
- Governing council members and families are invited to contribute and provide suggestions for the site philosophy statement and quality improvement plan.
- Families are invited to provide constructive feedback through the family suggestion box.
- Families are invited to provide feedback / make comments in the floor book and contribute their ideas to the program.
- Families are invited and encouraged to be actively involved in the kindergarten community i.e. Governing Council, cooking with the children etc.
- Families are involved in developing the individual learning goals for their child.

Element 6.1.2 The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.

- The expertise of families is actively sought and valued. Families are encouraged to contribute to the program by sharing their knowledge, skills and culture.
- Educators are respectful of all families.
- Educators share information with families informally at the beginning or end of the session.
- Individual learning goals are developed with families during the parent / teacher meeting.
- All parents are invited and encouraged to be a part of the Governing Council. Governing Council minutes are available for all families.
- We find that families respond best to our invitations for their feedback and contribution when we make personal, face to face approaches.

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

- A range of current information about local community services and events is provided to families either via their child's notice pocket or on the community noticeboard.
- Brochures including Parenting SA brochures are available for families.
- Newsletters from Port Wakefield Primary School are available for families to read.

Standard 6.2 Collaborative partnerships: Collaborative partnerships enhance children's inclusion, learning and wellbeing

Element 6.2.1 Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities

- The enrolment process supports transition from home to kindergarten.
- The transition process to Port Wakefield Primary School is evident throughout the year including; library visits, special events i.e. book week, sports day and formal transition process which formally starts at the beginning of term 4. Extended transition periods for children with additional needs and ATSI children.
- Children who transition to school outside of Port Wakefield, also participate in transition visits. We provide statements of learning which informs schools of the children's learning at kindy.

Element 6.2.2 Effective partnerships support children's access, inclusion and participation in the program

- All Aboriginal and Torres Strait families have an additional Individual Learning Plan which is completed during a parent / teacher meeting.
- All children under guardianship have an Individual Education Plan which is developed with the foster family, family protection services and the site director as well as any outside agencies.
- Children with additional needs are referred to The Department for Education support services.
- Preschool support worker supports children's access and participation in the preschool program through the implementation of individual speech and language programs.
- Individual Learning Plans and Individual Education Plans are regularly reviewed in collaboration with families.

Element 6.2.3 The service builds relationships and engages with its community

- We work with the local community to support the implementation of the community newsletter. We go for walks around the local area to deliver the community newsletter with the children.

Quality Improvement Plan for Quality Area 6 – Key Improvements sought for Quality Area 6

<i>Standard / Element</i>	<i>What outcome or goal do we seek?</i>	<i>Priority (L/M/H)</i>	<i>How we will achieve this outcome? (Steps)</i>	<i>Success Measure</i>	<i>By When?</i>
6.2.3 Community Engagement	<p>To continue to build on our engagement with the wider community.</p> <p>Increase number of families who attend Governing Council meetings.</p>	H	<p>Ensure we regularly distribute the community newsletter by including it into the daily routine at a specific time.</p> <p>Visit the local community points of interest i.e. local police station, country fire service, post office.</p> <p>Engage with the Port Wakefield council to find out about local events and services they offer.</p> <p>Being a new staff team we will continue to build our relationship with the school community.</p>	<p>Regularly attending the post office to collect the community newsletter.</p> <p>Regular walks around the local community. Incorporate points of interest into the learning program.</p> <p>Regular attendance at Governing Council meetings.</p> <p>More shared community events with Port Wakefield Primary School.</p>	<p>Beginning of Term 4.</p> <p>Term 4 – ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
	Attendance improvement for playgroup sessions.	H	<p>Organise 'events' i.e. pyjama day, cooking,</p> <p>Promoting to families the importance of connecting and learning together.</p> <p>Continue to build strong relationships with families.</p> <p>'Advertise' through Facebook page and community newsletters.</p>	<p>Parent / family feedback.</p> <p>Number of attendances.</p> <p>Staff regularly check for current information relevant to playgroup families.</p>	Beginning of Term 3.

Quality Area 7: Governance and leadership

Quality Improvement Plan for Quality Area 7 – Summary of strengths

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

Element 7.1.1 A statement of philosophy guides all aspects of the service's operations

- The statement of philosophy was reviewed by educators at a closure day in Term 3, 2018 due to a new staff team.
- Statement of philosophy is available in the enrolment pack as well as the policy folder which is accessible for families. It is also displayed in the centre.
- Statement of philosophy is also included in the staff induction folder.
- Statement of philosophy informs educators practice.

Element 7.1.2 Systems are in place to manage risk and enable the effective management and operation of a quality service

- A range of comprehensive, well managed administrative systems contribute to the effective management and operation of the centre.
- Effective systems are in place for managing site financial resources i.e. developing and monitoring site budget, payment authorisations etc.
- Specialised tasks are delegated to skilled persons i.e. website update, finance and STAR management system.
- The Department for Education administrative requirements i.e. enrolments, attendance and budget through online portal are completed in a timely manner.
- The site has a 'Parent Concerns and Complaint' policy that has been recently reviewed and endorsed by Governing Council.
- The 'Parent Concerns and Complaint' policy is available to all families at all times.
- A process is in place for parents / families to sign children in and out of the service.
- Persons approved by parents or families to collect children are recorded at enrolment. List of children's details is located in the roll book. The list is updated as changes arise i.e. change of phone number for a parent or new enrolment.

Element 7.1.3 Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service

- Educators have clearly defined roles and responsibilities. These are also displayed in the office on a chart for all educators.
- A comprehensive induction folder is available to all educators.
- Temporary relief teachers and early childhood workers are provided with access to the induction folder. They are given a brief tour of the site and provided with additional information i.e. children's individual requirements (health, toileting, additional needs), philosophy statement.

Standard 7.2 Leadership: effective leadership builds and promotes a positive organisational culture and professional learning community

Element 7.2.1 There is an effective self- assessment and quality improvement process in place

- A site self review against each of the National Quality Standard quality areas, standards and elements was conducted with the input of the Early Childhood Leader and whole site staff as well as input by the Governing Council.
- The Quality Improvement Plan is regularly reviewed – developed June 2018.
- Quality Improvement Plan is displayed for families. Families are encouraged to contribute their ideas and constructive feedback.
- Parent / family feedback through the parent opinion survey
- Critical reflection is ongoing amongst educators

Element 7.2.2. The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle

- The director leads regular staff meetings with a comprehensive agenda including safety considerations and discussions about the needs of individual children and families.
- Minutes are provided electronically to all educators. Minutes are to be signed off by all staff in the staff meeting minutes folder.
- The director leads regular planning meetings. Reflections are documented and used as a basis for fortnightly program and planning.
- Director is an experienced educators with a deep knowledge of the EYLF and experience in developing the pedagogy of others.

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

- Each educator who is permanent or on contract has developed a performance development plan in consultation with their line manager.
- Educators were supported to develop their plans with consideration of the site Quality Improvement Plan.
- Performance management processes are in place. All educators have a written performance management plan. Feedback is provided at meetings and in written feedback provided at least one per year.

Quality Improvement Plan for Quality Area 7 – Key Improvements sought for Quality Area 7

<i>Standard / Element</i>	<i>What outcome or goal do we seek?</i>	<i>Priority (L/M/H)</i>	<i>How we will achieve this outcome? (Steps)</i>	<i>Success Measure</i>	<i>By When?</i>
7.1.2 Management Systems	Policies and procedures to be documented and reviewed in a clearly referenced cycle. Policy and procedural documentation and implementation is to be done collaboratively between all educators, families and the Governing Council.	H	<p>Policies and procedures aiming for best practice. Policies to be formulated from existing policies as well as liaising with other sites in the Partnership for best practice and then contextualising for Port Wakefield Kindergarten.</p> <p>Policy review procedure implementation.</p> <p>Policies and procedures to be reviewed by all educators, seek family feedback and have them endorsed by Governing Council.</p> <p>Policies and procedures to be reviewed annually or more frequently if required.</p>	<p>Engagement in policies by families, educators and the Governing Council.</p> <p>Fortnightly staff meetings and Governing Council meetings twice per term.</p>	<p>Beginning of Term 3.</p> <p>Process is ongoing</p>