

Sir Thomas Playford Kindergarten Quality Improvement Plan

Updated December 2017

Updated March 2018



Australian Children's
Education & Care
Quality Authority

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	
Sir Thomas Playford Kindergarten		2672	
Primary contacts at service			
Kate Walker (Preschool Director)			
Physical location of service		Physical location contact details	
Street	Chivell Street	Telephone	8252 1221
Suburb	Elizabeth South	Mobile	
State/territory	South Australia	Fax	
Postcode	5112	Email	dl.2672_leaders@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	Ms Ann-Marie Hayes-DECD	Name	Kate Walker
Telephone	08 8226 1653	Telephone	8252 1221
Mobile		Mobile	0412 482 274
Fax	08 8226 0159	Fax	
Email	AnnMarie.Hayes2@sa.gov.au	Email	
Postal address (if different to physical location of service)			
Street	PO Box 4096	State/territory	South Australia
Suburb	Elizabeth South	Postcode	5112

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	8:30 12:00	8:30 12:00	8:30 12:00	8:30 12:00	8:30		
Closing time	11:30 15:00	11:30 15:00	11:30 15:00	11:30 15:00	11:30		

Additional information about your service

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

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

The is co-located with Elizabeth South Primary School. The kindergarten has a staff car-park with disability parking.

Term dates in 2018 are: Term One: January 29th until April 13th.

Term Two: April 20th until July 6th.

Term Three: July 23rd until September 28th.

Term Four: October 15th until December 14th

Planned Pupil Free Days for 2018 are: Friday 23rd March (Half Day: LDAR/Pyramid Model),

Friday 13th April (Half Day: LDAR/Berry Street Education Model),

Thursday 7th June (Full Day: Berry Street Education Model),

Friday 31st August (Full Day: Berry Street Education Model),

Thursday 13th December (Half Day: LDAR: Annual Review),

Friday 14th December (Half Day: LDAR: 2019 Planning).

How are the children grouped at your service?

We offer two sessions per day Monday to Thursday and one session each Friday morning. Families either attend five mornings (Mon-Fri) or they attend four afternoons (Mon to Thurs) and one morning (Fri).

We have two Inclusive Preschool Programs. Their sessions are the same as the kindergarten program with one group doing five mornings and the other group doing four afternoons and the Friday morning.

Occasional care operates three mornings per week (Tuesday, Wednesday and Thursday) 8:45 to 11:30 am.

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

Kate Walker, Nominated Supervisor

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

No. of educators:

Service statement of philosophy

Please insert your service's statement of philosophy here.

Philosophy statement is currently being reviewed and re-written (March 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	<p><u>Standard 1.1: The educational program enhances each child's learning and development.</u></p> <p>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:</p> <p>Our program is based on observations, notations linked to the literacy and numeracy indicators and formal assessments (Partnership based data collection). One-plans are written in consultation with families. Parent feedback is continually sought. The Early Years Learning Framework is used to guide planning. Learning is play based. Pedagogy is focused on each individual child's strengths, interests and needs. Educators collaborate across all three programs (Preschool, Inclusive Preschool Program and Occasional Care). Staff have current and specialised knowledge (Berry Street Trauma Informed Practice, Pyramid Model: Promoting Children's Social and Emotional Competence). There is a strong focus on wellbeing, numeracy, literacy and child protection. Educators actively scaffold children's learning. The planning and reflection cycle is reviewed and updated annually ensuring its' effectiveness Observations of children at play drive the program. Curriculum decision making is based on observations of children and contributes to each child's learning and development outcomes; relating to their identity, connection with the community, wellbeing, their confidence as learners and effectiveness as communicators. Children are actively involved. Opportunities are evident in Inquiry based learning as children choose, question and discover. Sharing learning, experiences and news for, and with, families is achieved through meaningful daily interactions, notes in pigeon holes, our Facebook page, the television in the foyer and preschool newsletters. Profile folders are easily accessible to children and families to view samples of work and photos, photos and stories of play. Other tools and experiences offered to support children's engagement in the program include involvement in The Berry Street Education Model, The Pyramid Education Model, using visual tools to promote and scaffold communication (such as PDD), creating designated calm/quiet zones, having a quiet book area and access to a purpose built sensory room.</p> <p>Child-centred: Element 1.1.2 Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program:</p> <p>Educators observe children at play and interact with them in play so that each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program. Formal and informal assessments, therapist and family input, and observations determine areas in which children may need further support and scaffolding. Children's learning goals are referred to in programming learning experiences. Parent feedback assists with planning. We have established children's choice tables and activity areas. Specialised training is sought for building educator capacity in teaching and caring for children's needs (e.g. Sensory Processing, ASD, Sign language, behaviour and self-regulation, regular IPP training). Children's interest boards are used for programming learning experiences. Educators document on these boards child based observations. Parent are invited to write observations and share their child's current interests.</p> <p>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:</p> <p>We offer regular and predictable routines (including visuals for timetable support). Visual timetables (showing the routine and what comes next) support children in feeling safe, secure and confident to explore and learn. Routines are designed to minimise transitions and to encourage autonomy. Children are actively involved in mat time and teacher directed activities. Children are provided with choice throughout the program and in setting up of activities. At choice tables and locations, children can choose from a number of activities. A visual 'Five Minute to Pack-up Time' gently prepares children for the end of play time. The 'Pack-up Song' encourages active participation and supports children in knowing what comes next (mat time, home time). Educators encourage self-help and basic hygiene. Inside and outside play enables children's choice. Planning whiteboards are used to</p>
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program children's interests, spontaneous play choices, inquiry questions. Educators are trained in both the Berry Street Education Model and Pyramid Education Model enabling us to provide a safe and predictable environment. Staff have knowledge of specific strategies to foster children's wellbeing and to build strong secure attachments with children through interaction and play based 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:

Activities are programmed based on observations, children's input and parent input. Daily reflection occurs at the end of each day with all staff involved. One plans are collaborated on with families and therapists. These goals are used in programming. Group times are planned as a staff team, specifically planned for intentionally teaching specific skills. Educators are well trained in using a variety of communication strategies to support all children. This includes Key sign Language, Proloquo 2 Go, Auditory PODD, visuals. Educators provide learning experiences that facilitate thoughtful and challenging conversations with children. The program and equipment provided are adapted to suit the learning needs of all children.

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:

Educators intentionally scaffold children's understanding and learning. Educators make use of spontaneous teachable moments to extend children's understandings. Educators respond to children's learning dispositions by commenting on them and providing encouragement and additional ideas. Educators model mathematical language and concepts. Educators talk explicitly about phonological concepts during group times and whenever opportunity arises during play. Educators are present and join in children's play when invited. Children's inquiry questions are recorded during group time which is then used to plan further group time experiences.

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:

Educators arrange play experiences, routines and the physical environment so that children have a range of opportunities to make choices about what they will do and how they will do it. Educators encourage children to make choices, to make decisions. Staff acknowledge children as capable and competent and encourage them to make informed choices about their behaviours. Educators provide children with strategies (using Berry Street and Pyramid Knowledge) to make informed choices about behaviour. Programmed activities are planned based on children's interests, using our children's interests boards. Educators are encouraging and enthusiastic towards children's attempts to gain new skills, knowledge and understandings.


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:

Families are invited and encouraged to add information onto the children's interest boards to aid us in programming relevant experiences. Children are assessed using agreed data sets for the Elizabeth Partnership (Phonological Awareness Skill Mapping {PASM}, Levels of Questioning {Comprehension}, the Four Top Five in Number. Programming reflects knowledge of children from this data, where children are at and where we intend to take them developmentally through our intentional pedagogy. Programs are discussed during daily reflection with all staff.

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:

Continuous communication between educators occurs throughout the day, reflecting on practice and changes made or required. All educators engage



in daily reflection. Educators work with children to document and reflect upon their experiences and learnings. Our program is fully inclusive of all children. The Inclusive Preschool Program is integrated with the Kindy room as much as possible. Children's interests are collected through observation and interaction.

Information for families: Element 1.3.3 Families are informed about the program and their child's progress:

Educators value the relationship between staff and parents. Educators greet families and inform them about their child's day. Foyer displays include photos of children and a television slideshow. Families meet with educators to develop and subsequently evaluate One-Plans. Regular newsletters are sent home to families. A Facebook page shares information and photos with families as well as links to play-based articles of interest. Interpreters are books to support conversations with families who have limited English. Children's profile folders are available to children and families to look through.

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
1.1.2	Further fostering cultural connections across the preschool environment.	To display print in both home languages and English. To display print in visual form rather than written text.	H	Talking with families about their needs. Engaging Bilingual Support Workers in discussions. Seeking language support from our preschool community and Elizabeth South Primary School Community.	More families accessing preschool information. Inclusion of families who have low literacy levels. Inclusion of families from all cultures.	Term 2	
1.2.2	Children are waiting for Educators to make decisions about learning.	For children to lead inquiry work (scaffolded by Educators). For children to work with others in learning investigations.	H	Modelling inquiry processes. Guiding investigation. Supporting collaboration. Engaging families in inquiry.	Children will be asking questions? Children will be choosing ways to find out information? Children will engage in collaborative work.	Term 3	During Term 1 Educators are modelling inquiry processes. Educators have chosen a child's interest and created some questions. Children have been choosing a question and educators have been guiding the learning; asking each other questions, looking for books, researching on the whiteboard (March 2018).
1.3.1	Families are sharing information with preschool, but are not seeing the links to our curriculum.	To promote family engagement in our planning and reflection cycle, sharing children's interests, needs and strengths in everyday home, community and preschool activities.	H	Creating a children's interest board. Showing children and families the process. Educators documenting observations of children and information from families. Referring to the board in conversations.	Families contributions will be included in the planning cycle. Families will demonstrate an increased understanding of the reflection cycle. Families engaged in conversations with educators and their children about their learning and preschool.		March 2018: Families are writing about their children on the interests boards.

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

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:

On enrolment children's health needs are identified and parents are guided to access the necessary health plans. Families are supported so that health care plans are in place when children begin kindergarten. Educators all follow health care plan instructions. Educators have a solid understanding of how families can access a full range of health support services. Child and Youth Health Services attend the site to meet with families and carry out the four-year-old health screening. Children's private therapy and support teams attend preschool to work with children, families and educators to meet individual goals. Staff attend training to ensure appropriate and necessary care needs are being met, for example transfer and positioning, epilepsy. Educators follow medicine management procedures ensuring medicine is stored and labelled correctly and that expiration dates are monitored. Educators liaise with parents about their child's health needs, medication and following appropriate administration practices. When children's needs are identified educators talk to families about daily routines taking into consideration children's preferences, how routines work at home and how we can support their comfort and wellbeing. If needed support services are notified. Educators deliver support programs and keep in regular contact with families and therapists to ensure that children's therapy needs are met and progress is monitored. In taking a holistic approach to meeting children's physical, mental and spiritual wellbeing we have this year changed to half day sessions. This decision was made in consultation with families. Educators provide a variety of experiences throughout the day offering both energetic group time music and movement experiences and quieter activities. Relaxation is offered as part of the daily routine. Each child has access to the sensory room. Children will have an individual 'Focus Plan' which they can access at any time to aid self-regulation. IPP runs a quiet room each afternoon. A calm down cube is provided in each room as a place where children can go to self-regulate. Staff assist children to regulate their bodies by identifying their sensory needs, through direct discussions and programmed activities such as the engine room experience. Educators encourage children to communicate their needs for comfort and wellbeing. Educators promote autonomy and ensure toilet times are a positive experience

Health practices and procedures: Element 2.1.2 Effective illness and injury management and hygiene practices are promoted and implemented:

Effective hygiene practices are promoted and implemented. Educators model and support hand washing before all eating experiences. Liquid dispenser soap is provided at all hand basins and bins are located in all rooms. Tissues and gloves are available in all rooms. Educators use Personal protective equipment (PPE) at all times. Educators encourage self-help skills and independence (dressing, blowing their nose, hand washing, toileting). There is safe and hygienic storage, handling and preparation of food and drinks. Visual schedules are displayed in bathrooms and changing areas. Educators implement appropriate hygiene practices in hand washing, toileting, nappy changing and in the cleaning of equipment. Educators liaise with Allied Health to stay informed of current health, hygiene and safety guidelines informing best practice. A cleaning register is established and used to document our regular regime of washing children's toys. Educators are vigilant in responding to signs of illness and injury. To keep families informed, occurrences of communicable illness are displayed on the communication whiteboard and newsletters keep parents informed of health risks. Educators follow appropriate guidelines and procedures for First Aid, Emergencies, Invacuation or Evacuation Processes and policies and procedures are revisited. Work, Health and Safety management is inclusive in daily operations. IRMS is used to report

injuries. First aid kits are stocked, maintained and available both inside and outdoors. Injury records are maintained and parents contacted immediately. Immunisation records are maintained through The Early Years System (EYS).

Healthy lifestyle: Element 2.1.3 Healthy eating and physical activity is promoted and is appropriate for each child:

Healthy eating is promoted and modelled by educators. Snack time is called and promoted as 'Fruit Time' or 'Progressive Crunch' and children are encouraged to choose healthy food options at this time. We are partnered with "Kickstart for Kids". If children attend kindergarten without fruit or yoghurt or a healthy food item then Educators provide them with one. Educators discuss healthy eating options daily with children during mealtimes and termly to parents via newsletters. Children are asked to bring a water bottle to kindergarten and these are refilled by staff when needed. Many of our educators have completed training with OPAL and elements of the 'Eat a Rainbow', 'Vegie Fun is for Everyone', and 'Peel, Pour and Pop' programs incorporated into our day. We continuously promote and model healthy eating and living.

Physical activity is promoted through planned and spontaneous experiences. Children are active in outdoor play. Educators provide opportunities for all children offering a variety of gross and fine motor experiences. Some experiences are offered daily such as playdough, painting, collage, blocks, writing table (fine motor) climbing, swings (gross motor). Inviting outdoor spaces are inclusive of all abilities. Our Kindy Olympics was an enjoyable event (fundraiser) encouraging gross motor play and family participation. In planning our new yard space we hope to be able to incorporate this event annually. Educators respond to spontaneous play opportunities.

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:

Staff ratios are observed. Every reasonable precaution is taken to protect children from harm. Educators attend daily to inspection sheets and risks assessments are completed. Safe practice by educators is modelled, encouraged and expected in using tools, toys, equipment. Safe walking inside is modelled by staff and reminders given to children. WHS is at the forefront of all experiences staff set up. WHS inspections are regularly performed in line with DECD requirements. Educators follow procedures to keep the kindy safe for children, families and educators. Children are shown how to use experiences safely. Any excursions are risk assessed and extra staff are employed to maximise children's wellbeing and safety. Parents and caregivers sign their children in each day and out on departure. This list is used to track attendance and has been suggested as a logical record suitable for recording parent responses to non-attendance. Educators take a daily roll. Invacuation and evacuation procedures are clearly displayed. Children are adequately supervised at all times being in line of sight and or line of hearing of educators. Rosters of inside and outside staff are displayed and followed. Lunch care is fully supervised. Educators practice ongoing vigilance in exchanging information about supervision with colleagues, being flexible in moving educators into high access areas. All visitors are signed in and out of the building and are asked to provide appropriate clearances (DCSI Screening). The preschool follows DECD Policy in regard to being Sun-smart following daily advice from the Cancer Council Sun-smart App. Sun-cream is applied by parents prior to the kindy session and when the UV rating is over 2, staff will apply before afternoon play. Educators talk to children about the necessary protection (hats, sun-cream, playing in shaded or undercover areas). Parents are asked to sunblock their children prior to kindy. Daily safety checks of the yard and building are undertaken. All tasks are risk assessed. Excursions and incursions are risk assessed.

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:

We have a nominated Work Health and Safety Officer and a Work Health and Safety committee. Meetings are held monthly. We have two Health and Safety Representatives who are also Fire Wardens. Work, health and safety representatives attend annual training. All staff are First Aid trained. All educators have completed Responding to Abuse and Neglect (RAN) training. Educators are up-to-date in current Child Protection Curriculum and the Disability Discrimination Act. DECD and site policies are followed and reviewed bi-annually or as deemed necessary. The IRMS Incident Response Management System is used to manage incidents and emergencies reporting near misses, accidents, injuries and criminal activity. Governing Council are informed of all preschool operations and work in cooperation with educators on decision-making policy and procedure writing. Emergency information is prepared and displayed in prominent places across the kindergarten and within the staff induction folder. Invacuation and Evacuation procedures are explicitly taught and practiced with educators and children

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:

RAN training is mandatory therefore all educators have completed RAN training and are aware of current child protection policy and procedures. Educators are aware of their roles and responsibilities to respond to every child at risk of abuse and neglect. Educators are creating community partnerships to support us in supporting families. Health services and Disability services are contacted and kindergarten staff work in partnership to provide services to children and their families. Educators raise child protection issues with families and DECD support services (Student Review Team: Social Worker, Disability coordinator, Psychologist, Wellbeing Practitioner). Regular meetings are scheduled with our Wellbeing Practitioner. Educators see connections within our community to support families, further increasing our partnerships within Elizabeth South and nearby communities. Educators participate in daily reflection as a group and incidentally to maintain a collegiate response to children and their wellbeing.

Key improvements sought for Quality Area 2

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
2.1.3	Families are providing healthy food options at preschool, however children are refusing food and asking for unhealthy snack foods.	To provide resources for families and children on healthy eating.	M	Display Dietary information for families. Provide information about healthy food options within newsletters, on the Facebook page. Involve children in healthy cooking. Model healthy eating. Use kindy resources promoting fruit, vegetables and healthy eating experiences.	Children choosing intrinsically to eat the fruit and vegetable snacks provided by their families. High engagement levels in cooking experiences.	Ongoing	

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.	
Fit for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, 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	<p><u>Standard 3.1: The design of the facilities is appropriate for the operation of a service.</u></p> <p>Fit for purpose: Element 3.1.1 Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child:</p> <p>We have a purpose built building inclusive of all children. Play spaces, buildings and furniture, equipment and resources are suitable for their purpose. Furniture is new and is well maintained. Resources are refreshed regularly and purchased to match needs of children. Areas are maintained in a clean and organised condition. A withdrawal room is available for individual support and outside services to provide therapy. Lounges were purchased for the second activity space to create a relaxed atmosphere enabling quiet time in the book area. Floor space is kept clear for free access for all children. Swing points within the Inclusive Preschool Program room can be used to support calming and sensory needs. We have a sensory room available for all children to access. The layout of fixtures has been designed for disability access. In the outdoor space the mud-kitchen is adjacent to the sandpit enabling movement between the sensory areas. A wheelchair accessible sand tray has been installed so that children with special rights can access the same elements as the other children. The cubby house has a wider entry/exit point to enable wheelchair access and participation. The yard has a natural play area and natural climbing logs are placed throughout the play-space. We have a swing set in which we are able to interchange the swings to offer variety, including disability swings to ensure all children have access. Some areas of the yard have coloured edges supporting children with visual impairment with depth perception. Paths through and around the yard allow for wheelchair and walking frame access. Educators plan for developmentally appropriate and inviting splay spaces.</p> <p>Upkeep: Element 3.1.2 Premises, furniture and equipment are safe, clean and well maintained:</p> <p>Premises, furniture and equipment are safe, clean and well maintained. Educators clean and tidy tables, work and play-spaces, toilets and basins, toys and equipment when needed and when transitioning through different parts of the daily routine. Tables and chairs are cleaned daily. Benches are kept clear to prevent clutter. Maintenance work is completed regularly. Work is completed as soon as possible through Spotless. All areas of play have been risk assessed. All items of play have been risk assessed. All items are cleaned weekly (or more often if needed). The Work, Health and Safety Officer (WH&S) regularly informs staff on current regulations and requirements. Out of order tags are available for and placed upon unsafe equipment. Broken equipment is disposed of immediately. A cleaning register documents daily, weekly, monthly and termly cleaning rosters throughout the centre.</p> <p><u>Standard 3.2: The service environment is inclusive, promotes competence and supports exploration and play-based learning.</u></p> <p>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:</p> <p>Outdoor and indoor spaces are designed and organised to engage every child in quality experiences. Educators work together to plan and implement interesting and developmentally appropriate activities both inside and outdoor including a range of materials and equipment with appropriate levels of challenge. Safe shelving and storage areas enable children to access equipment and resources (play dough, collage, block areas). Children can initiate their own experiences accessing equipment and resources independently. An Inclusive Preschool Program (IPP) is operating at the</p>
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kindergarten. The IPP veranda is fenced off so that children can still access outside play in inclement weather conditions. Resources for the Sensory Room were carefully purchased and placed to assist children with self-regulating, quiet time and addressing sensory needs. Disability equipment is purchased or loaned to enable all children to access the curriculum. The Playdough Table, Block Corner, Collage Table, Book Areas and IPP Shelf provide children with choice, to freely choose their play, to investigate and experiment. Choice areas allow for multi-level access for all abilities. We use a mixture of natural and man-made resources. All educators support children in accessing all areas of the centre both inside and outside. Disability swings and wheelchair access to areas of the yard and cubby house allow participation by all children.

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:

Stimulating learning and care environments are provided and planned for. Resources, materials and equipment are sufficient in amount for the number of children engaging in the program. The Playdough Table, Block Corner, Collage Table, Book Areas and IPP Shelf provide children with choice in play, to investigate, to experiment and enables multi-level access for all abilities. Large tables were purchased to allow space for children's learning. Multiple areas of play are offered both inside and outdoors. A play-based curriculum encourages and allows choice play both inside and outside. Educators observe and listen to children's needs and wants accessing extra resources to foster spontaneous play needs. Active and quiet areas are provided to meet children's needs during the day.

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

A focus for our site is sustainability and introducing more sustainable practices. Educators recycle paper and products for making table and collage experiences. Paper free correspondence is being promoted to families who have access to internet, email, Facebook. We have a recycling bin wall to teach children about sorting recycling into food, recyclable and rubbish. Food recycling bins are available at the table during lunch and on the mat during progressive crunch. Gardening activities such as sweeping and watering are available in the yard for children to access. Gardening beds have been assembled ready for planting. The children enjoy digging the soil. Magnifying glasses and bug catchers are utilised by children to explore insects and animals in their habitats. Educators build a sense of responsibility for caring for the environment. The kindergarten toilets are flushed using water from the rainwater tanks. Bathroom taps are timed to turn off. Solar panels are installed. The air conditioner can be operated individually in each room so that heating and cooling is accessed where needed. In the kitchen we have an instant hot water tap rather than boiling the kettle. Educators incidentally talk about sustainable practice as part of our everyday routines.

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
3.1.1	Lack of shaded play space.	For children to be able to play outdoors in shaded areas.	H	Risk Assess the yard and implement strategies for identified risks	Children will have shaded areas to play in.	During 2018.	Companies have been contacted to investigate costs of designing the yard and timelines when yard could be developed (March 2018).
	Cluttered / rushed play spaces.	Re-design the outdoor play space.		Self-fund Manage the project ourselves.	New, reinvented natural play-space.	During 2018.	
3.2.1	Non-inclusive play-spaces.	To enable access for all children so that every child can participate in daily experiences. Not all children at our service are able to access all areas of the outdoor play-space.	H	Creative solutioning by staff.	The fence will be moved and the yard extended to provide for gross motor and nature play. All children at Sir Thomas Playford Kindergarten will be able to access all play spaces enabling full inclusion.	During 2018.	Regulatory Authority has seen the area and documented the change in written communication.
	Creating more natural play spaces. To provide more opportunities for nature exploration play. We offer sand and mud play and there are rock and plant areas with natural climbing and seating, but we are after a more designated space for	To provide more opportunities for nature exploration play. We offer sand and mud play and there are rock and plant areas with natural climbing and seating, but we are after a more designated space for children to explore natural elements. To create an outdoor play space that	H	Self-fund Manage the project ourselves.	Children will explore and engage with more natural elements in their daily play. Children engaged in learning. Children engaging for sustained periods of time.		

	children to explore natural elements.	promotes investigation and exploration of the natural environment.					
3.2.3	<p>To review our environmental strategy.</p> <p>Children need to be supported to become actively involved in sustainable practices that they can implement at preschool and at home.</p> <p>To create spaces that promote the development of life skills – such as growing and preparing food.</p>	<p>Creating an environmental strategy ensuring that educators engage in sustainable practices</p> <p>Purchase recycling buckets for food and paper, a compost bin, recycling systems for children to use.</p> <p>Create garden beds (flowers/herbs/vegetables) with children and families.</p>	M	<p>Intentional and spontaneous discussions.</p> <p>Modelling.</p> <p>Visual displays</p> <p>Parent engagement supporting children</p> <p>Parents sharing knowledge and culture, home cooking experiences.</p>	<p>Children remembering to use the 3-bin system.</p> <p>Children engaging in caring for plants and vegetables.</p> <p>Children noticing when lights are left on.</p> <p>Children using water taps sustainably.</p> <p>Children will be involved in growing food, in preparing food.</p> <p>Children will be involved in waste reduction.</p> <p>Children will recycle.</p>	Term 2 2018.	

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	<p><u>Standard 4.1: Staffing arrangements enhance children's learning and development.</u></p> <p>Organisation of educators: Element 4.1.1 The organisation of educators across the service supports children's learning and development: At Sir Thomas Playford Kindergarten all staff are appropriately qualified. Our highly committed team work together encouraging each other in their processes and learning, sharing pedagogy and knowledge. We have existing supportive and flexible staff relationships enabling staff to move between rooms and indoor/outdoor play spaces so that there are enough educators to meet ratios particularly during playtime, group time, fruit time or if staff are in meetings with families or support services. Clear communication between staff enables this to occur. Educator-to-ratio child ratios are maintained at all times. Staff timetables and rosters allow for flexible staffing across rooms including indoor and outdoor environments, play spaces, during group time, eating times, staff lunch breaks and in allowing time to meet with families and support services. Ratios meet standards for the Preschool Program, the Inclusive Preschool Program and in Occasional Care program with educators supporting each other to relieve times for toileting and nappy changing. Our preschool implements and maintain 'Line of sight' at all times for both children's and educators' safety. Most days staffing enables children to choose to play either inside or outside.</p> <p>Continuity of staff: Element 4.1.2 Every effort is made for children to experience continuity of educators at the service: Regular staff are employed each year and across the year. We use known educators and relief staff to offer continuity of learning. A noticeboard is used to share with families if there is a change in staff for the day. Educators are rostered each day in a team with one teacher and one ECW outside and one teacher and one ECW inside. Individual professional development plans are created in consultation between educators and the nominated supervisor. Educators are asked to nominate personal performance and learning goals in alignment to our preschool's goals fostering continuity of philosophy and practice.</p> <p><u>Standard 4.2: Management, educators and staff are collaborative, respectful and ethical.</u></p> <p>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: Daily ongoing collaboration is intrinsic. Educators participate in daily reflection and collaboration sharing observations, information and joint planning ideas. Educators participate in workplace staff meetings engaging with colleagues to reflect on their practice, to explore new possibilities and to record outcomes, resulting in improved practice benefiting children, families and educators. Through revising practice and implementing strategies for improvement Educators are further developing a shared understanding of how children are learning and the educator's role in fostering this. At Sir Thomas Playford Kindergarten we recognise each educator's strengths and skills. Staff communicate using this knowledge to collaborate, to optimise learning and development supporting the team around the child. Staff are genuine in their want for children to succeed working as a team to reach common goals and aspirations for every individual child. Relationships are positive, communicative, respectful and empathetic. Everyday conversation is integral to effective teaching and learning. Meeting minutes and planning and reflection processes document collaborative practices and share the learning journey for both educators and children. Educators participate in workplace meetings and discussions sometimes challenging previous knowledge and beliefs. There are regular opportunities for staff to attend performance and development days to further learning. In our</p>
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culture of collaboration Educators share this learning with the group to create consistency and share knowledge attained. Professional and personal relationships are maintained responsibly. Educators convey mutual respect sharing in the learning journey with each other. Grievance procedures are documented and followed. Roles and responsibilities are acknowledged and followed. Staff support each other to achieve this and to assist relief staff to meet goals. Educators share observations, knowledge, skills and best practice to build capacity, to optimise learning environments and to support the team around the child.

Professional standards: Element 4.2.2 Professional standards guide practice, interactions and relationships:

Professional and personal relationships are maintained responsibly. Educators convey mutual respect, sharing in the learning journey. Professional standards guide practice, interactions and relationships. Allocated funding is utilised to make sure that we meet ratios required in each room. An Induction process is used for introducing new staff, educators, student teachers and volunteers to our site including relief educators. Educators have established secure and respectful relationships with each other using and modelling effective practice to relief staff, visitors, volunteers, children and families. Educators create calm and positive environments demonstrating respect, care and empathy towards children, families and each other. Educators are listened to. Consistent procedures are used to promote positive behaviours and site policies are reviewed as often as needed. Educators encourage and support children to regulate their own behaviour.

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
4.2.1	Promoting professional collaboration.	To document for families and our community rigorous collaborative experiences focusing on projects, teamwork and outcomes for children and families.	H	Create clear directions for measureable improvement. Creating an evidence informed plan. Be accountable (for impact on learner growth). Clarify. Incubate. Amplify. Practice is informed by critical reflection.	Pedagogical shift – improved learning in areas as defined by each project (see project action plans). Evidence	Ongoing	AFLS LDAR Berry Street Education Model Pyramid Model
4.2.2	Current professional standards are under review: Statement of Philosophy Position Descriptions, Code of Conduct.	To complete reviews of professional standards documents with families and educators	H	Seek parent voice. Seek children's voice. Seek educator voice.	Completed documents – active, embedded in service operations. Practice is informed by critical reflection. Practice is shaped by meaningful engagement with families and/or the community.	End of Term 1 Ongoing review	

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	<p><u>Standard 5.1: Respectful and equitable relationships are maintained with each child.</u></p> <p>All children and their families are greeted upon arrival. Our service provides Occasional Care which allows a smooth transition to kindergarten and referrals for Inclusive Preschool Program are identified early. Our preschool uses consistent staff and has for several years. This is important for our families and children offering continuity and consistency. Interactions with children are responsive, trusting, friendly and warm. Staff are consistently building trusting and secure relationships with children. All children's needs are responded to with respect and positivity. Educators and children engage in meaningful and open interactions. Communication is regular, respectful, positive and appropriate. Positive, trusting, appropriate and professional relationships are established and maintained between staff, children, families and other providers (therapists). Newsletters and important notices are displayed or sent home regularly to inform families of events and news. Educators encourage children's learning by extending on current interests and experiences. The documentation of children's learning is ongoing. Intentional teaching demonstrates appropriate kindy and lifelong expectations such as how to enter and exit play and how to be a friend. Educators are highly trained and show enthusiasm when offered training opportunities, and have a wide range of skills and demonstrate genuine caring and an professional approach to their work. Staff are passionate, are approachable and enjoy the company of children. They take pride in their work and understand the impact of the effectiveness that early education can make in the lives of children. Educators encourage and support children's growing independence which helps children to feel secure and respected.</p> <p>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:</p> <p>When children are enrolled into the kindergarten their families are given a child information sheet to fill out and bring back to kindy. Information provided from families in the survey is used to inform planning. This supports the child's transition into kindy. All staff work together to support all children from all programs including Kindergarten, Occasional Care and Inclusive Preschool Program. Kindy staff support all children though using PODD, sign language and visuals regularly throughout their kindy day. Educators support and encourage children to participate in social group games to help create confidence and a sense of belonging. If children require an area to help calm and relax staff are trained and experienced in noticing characteristics in children and know when to access the sensory room to help with self-regulation. One-Plans are created between staff and families to support children through programmed activities and understand what their goals are and interests they have. Daily evaluations/reflections occur to discuss observations, literacy and numeracy circles and what went well throughout the day (or what didn't). Through this process reflection is used to enrich each child's learning experience. All staff are trained in the Berry Street Education Model and the Pyramid Model. These are guides for how staff interact with children and how we respond to children. They are models which help us as staff to set up the environment, to facilitate how we respond to the social emotional aspects of children and how we can intensively support each child throughout their time at kindy. Educators build relationships with outside providers and gain knowledge and information about a child to help support them with their kindy day. Interactions with children are warm, responsive and build trusting relationships. Communication is respectful, regular and pertinent. Positive relationships with children by responding to all children's needs. Children are able to engage with educators in meaningful, open interactions. Effective trusting, working relationships are established and maintained between staff, children, families and support services. Newsletters are sent home regularly and notes displayed to inform families of news and events. Educators support the acquisition of skills for life and learning encouraging children's interests and extending upon experiences. Documentation of learning is ongoing. Lifelong learning outcomes, wellbeing and dispositions are evident in the</p>
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planning and reflection cycle. Intentional teaching encompasses how to enter and exit play and how to be a friend. Educators have a wide range of skills and are able to demonstrate a genuine, caring and professional approach to their work. Staff are passionate, have approachable personalities and generally enjoy the company of children, take pride in their work and understand the impact that early education can make in the lives of the children. Staff have warm, friendly and respectful relationships with the children and families. All children and parents are greeted upon arrival. Educators encourage and support children's growing independence which ensures children feel respected and heard. We have employed a core group of consistent staff for several years – important for our families to see same staff as younger siblings then come to the centre. Occasional care allows a smooth transition to Kindy and referrals for IPP are identified early

Dignity and rights of the child: Element 5.1.2 The dignity and the rights of every child are maintained:

Independence is encouraged at our site with the help of individual toilet cubicles also providing privacy. Sign language is used throughout the day during group times etc. Specialised child protection curriculum is created to support all children in all programs. Confidentiality is maintained at all times as files and important documents are locked in filing cabinets. Outside providers (therapists) are welcomed at kindy to support children with Occupational Therapy, Speech etc. Working in partnership with therapists and families ensures we facilitate for children their best outcome at kindy. Staff respect and are mindful of cultural differences and special rights by following the Disability Discrimination Act (DDA). Staff are mindful of cultural differences and respect diversity. Educators respect the dignity and rights of every child at all times working together to meet children's needs following the DDA. Toileting and nappy changes are respectful and private with line of sight at all times. Children are changed privately in cubicles and independence is encouraged. Visual cues are used and available to enable and support communication. Educators model and foster self-help and independence encouraging children to manage their belongings. We support children to make independent choices and to take age and developmentally appropriate risks in their learning

Standard 5.2: Each child is supported to build and maintain sensitive and responsive relationships.

Educators are continuously supervising and walking around the environment to engage with all children. Staff model appropriate behaviours and expectations such as sharing and putting things away properly. Educators provide opportunities for discussions regarding behaviours of children, kindy rules, relationships and expectations of all children. Support workers work with children in social/group situations to support those children who require social support. This teaches children social norms and expectations such as sharing, taking turns, speaking politely. Therapists are welcomed into our play-space to work with children in either small groups in social play or individually to support social and emotional needs. This can help children maintain or build relationships with their peers. Educators are modelling open-ended questions and experiences for children to further extend their imagination and communication skills amongst each other. Educators continuously use their PODD or visuals to support children by modelling how to use them and encourage pre-verbal children to engage and communicate.

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

Children are involved in group discussions to discuss social aspects of their play, for example, social expectations, appropriate behaviours etc. Providing a range of open ended, social and dramatic play experiences for children to access throughout the day such as home corner, wood play/junk play. Educators continuously model appropriate language and behaviour to support children's future play. Educators engage and support children in learning promoting collaborative learning. In modelling and scaffolding effective communication, relationships, entering and exiting play, wellbeing, social and emotional resilience and friendship children are supported to work with each other and how to learn from and help each other. We offer a variety of models including whole group, small group, intentional teaching, free exploration, modelling (both formal and informal through interests, children's choice and responding to spontaneous play). Educators are aware of children's emotional wellbeing, providing support sensitively and respectfully.

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:

Preschool support workers support children in promoting positive behaviours, fostering social engagement and in meeting emotional needs. Our site provides areas which are strictly for self-regulation such as our Sensory room and Ocean room. Calming cubes are accessible at all times for children to access. All educators are trained in the Berry Street Education Model (trauma informed practice) and the Pyramid Model (promoting children's social and emotional development and addressing challenging behaviours); models that prioritise relationships and engaging learning environment as scaffolds for learning. In conjunction with Elizabeth South Primary we are calling our de-escalation plans 'Focus Plans' ensuring that practice and terminology is consistent across our sites. PDD and visuals are used by staff to aid communication. Educators continuously model the appropriate language and behaviour to support children's future play. Educators engage in discussions on how we effectively respond to children and how we can intensively support children throughout their time at preschool. We engage in daily reflection and discussion about what went well, spontaneous play experiences and what were our challenges. In 2018 we have made the change to half day kindy. In consultation with families we discussed reasons why long days at kindergarten were negatively impacting on children's kindy experience (tired in the afternoons, challenging behaviours, less engagement) and the foreseen benefits for half day kindergarten (children get to come to kindy every-day, engaging in routines, seeing friends each day, getting ready routines 5 days per week, shorter periods of time away from their families). Social/emotional resilience is promoted and supported for all (staff, children and families). Children are supported to manage their own behaviour helping them to make choices, to respond effectively and responsibly to the behaviour of others. Educators support choice making; everybody makes choices, sometimes they are positive and sometimes they are inappropriate (cause and effect). Conflict resolution is integral to daily routines and is supported through our Child Protection Program in teaching children to manage their own feelings and how to stay safe. We always have appropriate staffing levels for both inside and outside to maintain supervision. Educators are proactive recognising behaviour before it escalates (engine program). Staff support each other in managing challenging behaviours. We scaffold interactions, guide and redirect children to engage in safe play with their peers. You will see staff using augmented communication.

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
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5.2.2	Children need ongoing support in self-regulation.	To develop individual 'Focus Plans' Supporting families to understand self-regulation.	H	Re-engaging with learning and resources from Berry Street Education Model. Talking to families about children and patterns of behaviour and regulation. Observing children's behaviour and what has previously supported self-regulation. Intentional Teaching: Child Protection Curriculum. Engaging with children about their feelings, likes and dislikes. Trial and Error of regulation strategies.			(January 2018). All staff have already attended two PD days on the 'Berry Street Education Model'. Liaised with Elizabeth South Primary School on shared terminology (February 2018). Pupil Free Day organised April 13 th 2018.

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	<p><u>Standard 6.1: Respectful relationships with families are developed and maintained and families are supported in their parenting role.</u></p> <p>Engagement with the service: Element 6.1.1 Families are supported from enrolment to be involved in the service and contribute to service decisions:</p> <p>Family involvement and participation at our service is encouraged and welcomed. Families and their children are always greeted at the door when they arrive. Staff are available for conversations about the children. At the end of the session educators inform families how their child's day went. Interpreters are organised for meetings for the families who are bilingual. Parents are asked to share their children's interests with educators. Parents are invited and encouraged to join our Governing Council. Meetings occur monthly and are arranged for times that are convenient for families, usually during kindy time to enable parents to attend and engage while their children are still involved in play and learning. Enrolling families are invited to visit the kindergarten for a tour and to meet staff. Policies and procedures are available in the foyer. Transition visits coincide with a parent meeting to greet new families and share information about our preschool and the programs that we offer. Family Involvement is fostered through inviting families to be involved in our daily curriculum, termly special days, our Annual Kindy Olympics. There is daily opportunity to provide informal feedback to families (through conversations with educators) and when needed through formally arranged meetings. The DECD Parent Opinion Survey is distributed annually.</p> <p>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:</p> <p>Families are welcomed to our site and shown respectful communication. Confidentiality is maintained. Educators seek the expertise of families to share in decision making about their child's learning and wellbeing. On enrolment families are encouraged to fill out a questionnaire about their child giving educators key information on interests, strengths and needs. This survey also requests information relating to the child's family and culture, asking families how they could/would like to be involved so that we can work with families to incorporate their cultural identity into the program. Formative Statement of Learning and resulting conversations with families form the beginning of individual learning plans (One-plan) for each child. Educators talk to parents before and after sessions about their child's day. Families' concerns or queries are dealt with promptly and appropriately. Parents are invited to share their child's wonderings. We experienced high family involvement in cultural cooking in 2017. Special days are planned to share with families such as Mothers and Fathers (or special persons') Day Come and Play, Christmas Concert, Sports Day. Through our regular communication channels (verbally, newsletter, information in pigeon holes). Educators make information available to families about community services and resources available to support them.</p> <p>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.</p> <p>Photos of children are shared in the foyer (Power-point on the television). Art work is displayed in the foyer. A whiteboard is used to communicate any messages to families and to display newsletters. All families have pigeon holes for notes and messages to go in. Near the sign in sheets a bookshelf holds pamphlets and community information. We create a team around the child with families and support services to ensure that learning and transitions for each child is supported. To meet optimum outcomes for children at kindergarten, relevant information is shared amongst educators, families and therapists and responsibilities are clarified. Established networks and relationships assist smooth transitions for children.</p>
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During term one a Formative Statement of Learning is written for children in their eligible year of preschool. During this first term educators begin making plans for children around strengths, interests and needs. Individual Support Plans (One-plans) are then written in partnership with families. Through co-location with Elizabeth South Primary School we are now hoping to establish some further community links. With some further building work intended we are in discussion with Primary School Leadership about what this could look like. The co-location of our two sites has been an 8 year process. Having moved in 2016, both sites are keen to get the process of further fostering relationships started. Educators engaging with a Child Wellbeing Practitioner and the Social Worker from our Student Review Team (SRT) continue to foster community support and relationships for our families. Employment of a part-time Aboriginal and Family Literacy Strategy teacher (AFLS) is opening the door for new community partnerships for our indigenous families.

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:

We engage in daily communication with families about their child's day. Facebook, newsletters and noticeboards aid communication. Transitions between kindy and school are valued and educators collaborate with the school and families to enable a smooth transition. Parent meetings are encouraged for new enrolments. Pre-entry visits are arranged in the term prior to beginning kindergarten supporting the establishment of relationships and inviting children into a new and engaging play-space. We promote a multidisciplinary approach to learning and have established links with relevant community and support agencies (Centrepay, Social Work, Domestic Violence Shelter, Playgroups, Child and Youth Health) and introduce families to them. Support agencies providing therapy sessions for individual children are welcomed and space is made available for them to work with children or meet with families (withdrawal room). Educators use the diary to schedule appointments and make sure there are not too many therapists at kindergarten at any one time. We work actively with families, service providers and Our DECD Special Educator, Psychologist and Speech Therapist to ensure that children are supported appropriately. Child and Youth Health hold clinics each term enabling families to discuss their child's health needs or any concerns with a health professional.

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

Community information is shared in the foyer. We value a whole team approach to education. Outside agencies are welcomed to work with children in our centre. Family involvement is encouraged, Programs are adapted (differentiated) to meet children's needs. Access to inclusion and support assistance is facilitated. Educators engage preschool support services offering support and guidance to children and families working to achieve milestones for children. Established partnerships with Novita, Disability Services, Autism SA, Kilparrin, SERU and with nearby schools and preschools facilitates inclusion. Educators also make home visits to seek information and support children and families. Children enrolled in the Inclusive Preschool Program engage with specially trained staff to support their needs. Educators use key sign to aid communication

Community and engagement: Element 6.2.3 The service builds relationships and engages with its community:

Our service builds relationships and engages with our local community through relationships with The Elizabeth Partnership (our local schools and preschools) and in providing our support to other preschools. The Inclusive Preschool Program Team offer training to peers coordinating professional development sessions and engaging in dialogue with colleagues in need. Current community projects include working with Elizabeth South Primary School through colocation of our new kindergarten. We have a partnership with "Kickstart for Kids" supporting us to promote and provide healthy food options for children at fruit time. Our preschool is part of the Elizabeth Partnership. We meet termly (and often informally more often) to engage in learning and decision-making across Birth to Year 12, sharing data and pedagogy and in supporting each other in the work that we do together and

in our own sites. Our kindergarten is respectful and inclusive of all cultures. We recognise and encourage celebration of culturally meaningful days and events. We have a wide range of culturally inclusive books, puzzles and resources. With support of the Elizabeth Partnership and our AFLS teacher, educators are building connections with families and the community, learning about and sharing children's culture and identity. All children are encouraged to their knowledge of culture and families are invited to share their knowledge, skills and expertise.

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
6.1.1	Outdated website information. Engaging families with our service.	Review and update website information. To provide families and community with current information.	H	Seek external provider: explore possibilities, compare pricing and services available. Consult Governing Council. Consult families about preferences, types of information they are interested in. Maintaining up-to date information	Interactive website that families access.	Term One.	
6.2.3	To enact our commitment to supporting children in sharing and further developing their understanding of their cultural heritage	To build connections and relationships with people in the community. To learn more about various cultures that exist within our current preschool community.	H	Fostering strong reciprocal relationships with families. Engaging families in all aspects of our service. Celebrating cultural diversity and special cultural events pertinent to our families. Immersing culturally inclusive resources, books and experiences into daily practice. Aboriginal Family Literacy Strategy (AFLS) Project	Children and families showing strong sense of belonging. Parent and family engagement. Cultural rich environment. Two-way relationships in learning and sharing.	Immediately Ongoing.	

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, coordinators 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

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:

A statement of Philosophy has been developed in consultation with staff and Governing Council. The philosophy statement encompasses our core values and guides all aspects of the services operations. Values as outlined in the statement of philosophy, are reflected in every aspect of our service (environment, interactions, relationships, communication, planning, reflection and experiences). Shared understanding of the philosophy statement underpins practice and decision making. Our preschool's philosophy is displayed to promote the values that we encompass in our daily interactions with children. The statement is reviewed annually seeking input from children, families and educators

.... Update with relevant information when philosophy is rewritten.

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

The induction of educators is comprehensive. All visitors, contractors and visitors to our centre are inducted and records are kept of visits. Volunteers, staff and student teachers are inducted and complete and induction survey. The preschool director and educators are available to answer questions and support the induction process. Administrative systems are established and maintained to ensure the effective operation of the service. IT systems support documentation, administration and communication (enrolments, attendance, accident or injury, parent correspondence). Use of Email in communicating to DECD and outside agencies regarding Children and families. Use of Eduportal: Early Years System (EYS) to record and manage enrolment and attendance data and referrals, Business Manager. Use of Incident Response and Management System (IRMS) to record and document incidents and accidents. Use of Safety Task and Action Reporting (STAR) to document on and delegate Work health and safety tasks. Use of Vacancies, Selection and Placement (VSP) to record and manage staffing. Use of Human Resources (HR) to manage staffing requirements. Use of FAMIS to track logged maintenance. All electronic systems are regularly backed up through the use of two external hard drives. One is locked in the Directors office and the other is stored offsite in a locked location. Finance duties are outsourced to an accountant. Through fortnightly visits the financial needs of the kindergarten are met in accordance with DECD and Auditing requirements. Confidential records are protected in a lockable filing cabinet located in the office. Policies and procedures are readily available to staff and families. Policies and procedures are reviewed updated regularly in consultation with families. The nominated supervisor is fit and proper for work each day. Personal children's records are maintained securely by the kindergarten for required lengths of time (as referred to in the current disposal schedule). Programming information is shared and displayed respectfully.

The Nominated supervisor and Educators follow procedure regarding legislation and incident management. The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation. Our site's grievance procedure is documented in enrolment packs and educators remind families of the process as the need arises. Any grievances are documented and filed in children's confidential records. Grievances are acted upon immediately with educators working confidentially with families for a swift and positive outcome.

DECD policies and our centre procedures are available in the kindergarten foyer. Service practices are reviewed every two years, however, procedures may be reviewed earlier if the need arises. Families are encouraged to be involved in procedure reviews.

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:

Nominated Supervisors and educators follow DECD Policy and procedures ensuring that Governing Council are active in decision making and planning for continuous improvement. Governing Council is elected at our annual AGM. Meetings are held twice per term. The Director presents a written report at each meeting regarding Enrolments, Staffing, Finance, Work health and safety, NQS, Curriculum and what's happening within our 3 programs. Governing Council develops and reviews site procedures and oversees the management of the site budget. Appropriate governance arrangements are in place to manage the service. Meeting minutes are documented and available for families to view. Grievance procedures are included in the preschool enrolment pack and families are reminded of the process if a grievance is aired. A Staff handbook is under development to outline roles, responsibilities and expectations for performance. Educators are guided by the preschool's philosophy statement and code of conduct. Learning gained from research and from participation in the Berry Street Education Model and the Pyramid Model guides Educator's relationships with children and families and influences decisions that are made regarding self-regulation, planning and programming.

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:

A statement of Philosophy has been developed. The philosophy statement developed in consultation with staff and Governing Council encompasses our core values and guides all aspects of the services operations. Our preschool's philosophy is displayed to promote the values that we encompass in our daily interactions with children. The statement is reviewed annually. Staff participate in weekly staff meetings regarding all aspects of our service. Staff evaluate and review curriculum, wellbeing, safety and quality improvement processes. Educators have written performance plans and formal performance management reviews are undertaken twice yearly with ongoing feedback an integral part of our daily routine. Our preschool has developed a rigorous process for monitoring and evaluating site progress in improvement priorities. The Quality Improvement Plan is reviewed each term and all educators contribute to the quality improvement process. Quality Improvement is on the agenda for both staff and Governing Council meetings. Educators have been honest in their assessment and have shown commitment to quality improvement in future planning. Educators are taking responsibility for different areas of the QIP and are supporting each other to document progress. A plan is in place that each month an educator will update everyone on their area. Through this process strategies can be reviewed, adjustments can be made and new targets may be set. The Parent Opinion Survey is given to families and the results are published annually in our annual report.

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:

Educators use outcomes from The Early Years Learning Framework (EYLF) to program and deliver the curriculum. Teachers lead discussions and all educators support each other to create developmentally appropriate practices for individual children. Sharing and recognising expertise supports the team to determine who is best suitable to deliver specific parts of the program. Educators work in partnership using inclusive practices to lead conversations on appropriate assessment (facilitate assessment) whilst consulting with the team around the child (families, therapy and support services). The planning and reflection cycle is transparent in that families have access and can view and comment. Facebook shares learning and practice. There are varied ongoing opportunities for Educators to regularly meet; such as Staff Meeting (including curriculum meetings) Work Health and Safety meetings. Staff participate in weekly staff meetings regarding all aspects of our service. Staff evaluate and review curriculum, wellbeing, safety and quality improvement processes. The planning and reflection cycle is reviewed annually. The current cycle has been reviewed and is being

documented for sharing. Educators have written performance plans and formal performance management reviews are undertaken twice yearly with ongoing feedback an integral part of our daily routine. Our preschool has developed a rigorous process for monitoring and evaluating site progress in improvement priorities. The Quality Improvement Plan is reviewed each month and all educators contribute to the quality improvement process. Quality Improvement is on the agenda for both staff and Governing Council meetings. Educators have been honest in their assessment and have shown commitment to quality improvement in future planning. Educators are taking responsibility for and are supporting each other to document progress. Through this process strategies can be reviewed, adjustments can be made and new targets may be set. The Parent Opinion Survey is given to families and the results are published annually in our annual report.

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:

Educators undertake performance development reviews twice yearly. Ongoing feedback and checking in by Preschool Director and sometimes by peers. There are varied ongoing opportunities for Educators to regularly meet both formally and informally.

PDP's

Agile Leadership –planning – tools – backwards planning, y-chart,
Behaviour Coaching methods

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
7.1.1	Current professional standards are under review: Statement of Philosophy	Update Philosophy Statement to reflect current embedded beliefs and practices.	H	Engaging with children, families and educators.	Document created that reflects embedded truths and ways of being, intrinsic beliefs and processes.	Term 1	Discussed at Governing Council Meeting in March 2018.
7.1.3	Current professional standards are under review: Position Descriptions, Code of Conduct.	To complete reviews of professional standards documents with families and educators	H	Seek educator voice. Seek children's voice. Seek parent voice.	Completed documents – active, embedded in service operations. Practice is informed by critical reflection. Practice is shaped by meaningful engagement with families and/or the community.	Term 1.	Reviewed in Term 4 2017.
7.2.1	Quality Improvement Planning takes time and often gets swallowed up during Staff Meeting on other topics resulting in long meetings less regularly.	More regular Quality Improvement Meetings.	H	Monthly Quality Improvement Plan Meetings separate to staff meeting times. Set times and set dates.	Meetings will occur each month. Higher levels of educator engagement. Ongoing cycle of review.	Term 1.	March 2017 – successfully completed our first monthly meeting. Second meeting delayed due to Public Holidays.
7.2.3	When planning for best practice and pedagogical shift, not all Educators are engaging in the process.	Personalising goals for each educator – to build educator capacity – to inform practice – to improve learning outcomes for children		Agile Leadership Strategies – partnership focus – sharing good practice – modelling – peer support. Less is more. Focus on one goal and do it well. Clarify - Incubate	Improved staff wellbeing. High levels of engagement in the process and in the program. Confident and capable educators. Rigorous pertinent learning interactions.	Immediately.	