

Tailem Bend Kindergarten & Rural Care Quality Improvement Plan 2018

Revised National Quality Standard
commencing 1 February 2018

Updated September 2017



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	
Tailem Bend Kindergarten and Rural Care		6554 & 6280	
Primary contacts at service			
Jackie Venus			
Physical location of service		Physical location contact details	
Street	49 Trevena Road	Telephone	08 8572 3348
Suburb	Tailem Bend	Mobile	
State/territory	South Australia	Fax	08 8572 3192
Postcode	5260	Email	Jackie.Venus494@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact		Name	Jackie Venus
Telephone		Telephone	08 8572 3348
Mobile		Mobile	0437 716 347
Fax		Fax	08 8572 3192
Email		Email	Jackie.Venus494@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	

Operating hours

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

Describe the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	08.00	08.00	08.00	08.00	08.00	Closed	Closed
Closing time	18.00	18.00	18.00	18.00	18.00	Closed	Closed

- Kindergarten sessions are on Tuesday and Thursday of Week 1 and then Tuesday, Wednesday and Thursday of week 2. We then alternate the Kindergarten Sessions.
- Staff have curriculum planning and staff meeting on Wednesdays, week 1, 3, 5, 7, 9, 11.
- Director's admin is on every Friday.
- Children's Kindergarten sessions are from 9am to 3pm.
- Rural Care operates 8am to 6pm Monday to Friday.

Additional information about your service

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

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

Term Dates

Term 1: 29th January – 13th April

Term 2: 30th April – 6th July

Term 3: 23rd July – 28th September

Term 4: 15th October – 14th December

Parking

Car parking is available in front of the Kindergarten and extra parking is available across the road from the Kindergarten

Student Free Days

Term 2 – Thursday 31st May 2018

Term 3 – Wednesday 22nd August 2018

How are the children grouped at your service?

We are an integrated service which includes Rural Care for children aged 6 weeks to 12 years, and preschool for children in their eligible year

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

Nominated Supervisor: Jackie Venus

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.

At Tailem Bend Kindergarten and Rural Care:

"All children will experience quality play based learning that is exciting, engaging and continues to build success for life-long learning."

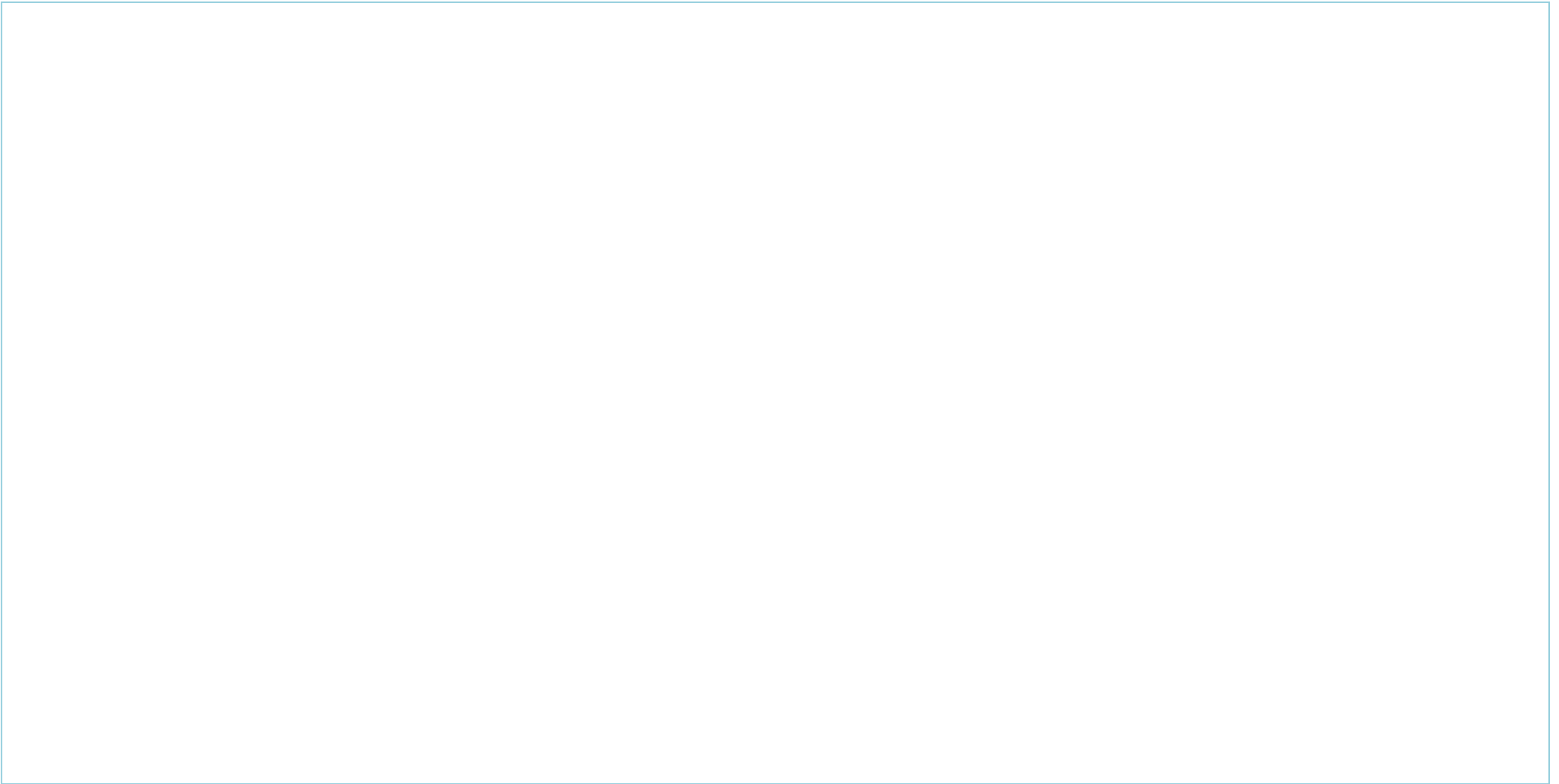
Tailem Bend Kindergarten and Rural Care provides high quality education and care for children, families and community while working in partnership with Government and Non-Government agencies and local community services. The Tailem Bend Kindergarten and Rural Care offers children access to 15 hours of preschool and rural care.

The values of caring, respect, equity, honesty, optimism and commitment are the foundations of the quality relationships, interactions and communication with children, staff and families as they learn and grow together in a welcoming and stimulating learning environment.

We believe at Tailem Bend Kindergarten and Rural Care that our children learn and develop in a learning environment that supports every child's individual needs, interest and abilities. Opportunities are provided for small, large group and intentional teaching/learning experiences. These opportunities provide effective learning through play and hands on experiences, encouraging individual investigation, exploration and development.

We support and encourage children's learning and development by:

- Providing a constructivist approach to children's learning, scaffolding their learning opportunities and building from acquired knowledge.
- Implementing the curriculum around the Early Years Learning Framework - 'Belonging, Being, Becoming, DECD Curriculum Framework, which encompasses the importance of child exploration, experimentation, self-identity, cooperation, community and family involvement, imagination and creativity, independence and interdependence.
- Provide an environment that is supportive, secure and caring, whilst encouraging enjoyment, adventure, exploration and collaboration.
- Maintaining the positive and valuable support of our families and Tailem Bend community, by providing opportunities for family participation, involving the children in their community and the community in the Kindergarten.
- Providing educators at Tailem Bend Kindergarten and Rural Care the opportunity to gain further skills and knowledge. To embrace each child's fascination and wonder and to provide an environment that is stimulating, warm and secure for each and every child.
- Welcoming parents to be involved in their child's Kindergarten and Rural Care and maintaining an open door policy at all times and working in collaboration with parents in relation to their child's interests, needs and abilities.



Quality Area 1: Educational program and practice

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children's learning and development. In school age care services, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

Quality Area 1: Standards and elements

Standard 1.1 The educational program enhances each child's learning and development.		
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
Standard 1.2 Educators facilitate and extend each child's learning and development.		
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3 Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.		
Assessment and planning cycle	Element 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.

Information for families	Element 1.3.3	Families are informed about the program and their child's progress.
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Quality Area 1: Related sections of the National Law and National Regulations

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

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

Quality Improvement Plan for Quality Area 1


Summary of strengths for Quality Area 1

Strengths


The strengths identified for our site around Quality Area 1 – Educational Program and practice are:

- The Kindergarten and Rural Care programs and plans using the Early Years Learning Framework (EYLF)
- Through observations of the children we program according to the child's interest and needs, using EYLF.
- Children's work is displayed with the children's and educators comments on their learning and it is related to EYLF.
- Each child is provided with a portfolio of their work throughout their time at Kindergarten and Rural Care.
- Parent questionnaires are given to families at the end of their child's time at Kindergarten and Rural Care.
- Time is allocated for staff to discuss with children what they want to learn and do at Kindergarten and Rural Care.
- Respectful relationships are built between parents/staff and staff/children.
- Learning plans are implemented for all children at the Kindy and Rural Care.
- Newsletters are provided for information for families.
- Staff support spontaneous learning experiences initiated by children.
- Daily communication sheets are used for Rural Care families and summary sheets are given upon enrolment.
- Children are provided with opportunities to participate in excursions with the Kindergarten program.
- Community organisations are invited to participate in Kindergarten program e.g. Police, CFS, School, Community Centre.
- Kindergarten visits community organisations.
- Parents are encouraged to participate in Kindergarten activities e.g. family night but also through requests in newsletters and notice board and
are encouraged to come in and share a hobby or skill they might have but require a DSCI check.
- The Kindergarten has an open door policy and parents a community are welcome to come in at any time.
- Learning experiences are programmed according to observations on the children and children's voice.
- Programming is based on children's individual and group abilities and allows for extensions to challenge these abilities and further develop their learning as both individuals and group members.

- Staff use available technologies to record children's learning and extend their learning through these methods e.g. photos, videos
- Program is based on extension on child observations and child's voice.
- Staff discusses child observation and using tools and assessments at staff meetings.
- Links are made to EYLF outcomes, and Preschool Literacy & Numeracy Indicators through the program.
- Child initiated learning experiences are encouraged and extended on.
- The Kindergarten and Rural Care uses consistent daily routines for effective learning for the children.
- Staff encourages children to participate in routines, groups and activities daily.
- Staff question children about what they want to learn and what interests them.
- Observations are taken on the children.
- Staff discuss routines and methods of gathering information.
- Children's voice is used for programming.
- Staff model good practises in investigating the learning environment and in engaging children in problem solving.
- Staff provide opportunities for peer scaffolding.
- Opportunities are provided for children to voice ideas and opinions and children can actively make decisions in daily routines such as group times, small group experiences and spontaneous learning.
- Leadership opportunities are provided in group games e.g. duck duck goose, hide and seek, traditional Aboriginal games etc.
- Kindergarten and Rural Care staff program for individual needs and interest of children.
- Children are encouraged to seek out their own resources and equipment.
- Play-based resources are used in the Kindergarten and Rural Care.
- Photos are used for learning stories and children's portfolios.
- We question, observe and record children's learning. From this we implement programmed learning experiences to extend individual children's learning.
- A parent questionnaire is given to parents of pre-entry children and Rural Care children.
- Staff discuss what has worked well/hasn't worked well during staff meetings and adapt where needed. This is also reported in the staff



reflection and curriculum planning.



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
1.1.1	Kindergarten & Rural Care site philosophy	Review, reflect and update Kindergarten & Rural Care philosophy	M	Invite interested families, Governing Council and the local community to review our current site philosophy and provide feedback and make changes where necessary	2018 Site Philosophy displayed and included in our new enrolment packs	Term 3	
1.2.1	Literacy is a priority in the Murraylands Partnership (emergent literacy in the early years EPOP) Oral language is a priority for this year's cohort of children - many have been identified as having speech or language needs	All staff to be aware of the priority within the Partnership and have a clear, concise understanding of emergent literacy Skills, knowledge and understanding of how to implement effective oral language into the Kindergarten & Rural Care curriculum	H	Accessing information on available training or resource people to facilitate training Director to attend Early Years PLC meetings, Murraylands Early Childhood Leaders PLC meetings, attend relevant training and development Student Free Day's in terms 1, 2, 3 & 4 to attend training and development – release rural care staff to attend training when possible. Present information and strategies at staff meetings Preschool Support Services for children with identified speech and language needs	Staff have a sound knowledge and understanding of emergent literacy, in particular oral language in Kindergarten & Rural Care Improved outcomes for children's early literacy skills	Term 1/2 Ongoing Ongoing Ongoing Ongoing	



1.3.1	Refine strategies to use data effectively in the planning cycle process	Effective use of data to inform the cycle of planning for children	H	<p>As a staff team during staff meetings analyse and review data that is currently being collected and discuss quality and usefulness of this data</p> <p>Attend critical reflection and moderation days to discuss strategies for improving data collection</p>	<p>Recommendations recorded in staff meeting minutes for ways of improving data collection and utilising this in our planning cycle</p> <p>Staff attend critical reflection and moderation days to enable them to articulate and improve strategies for collecting meaningful data</p>	Term 2	

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

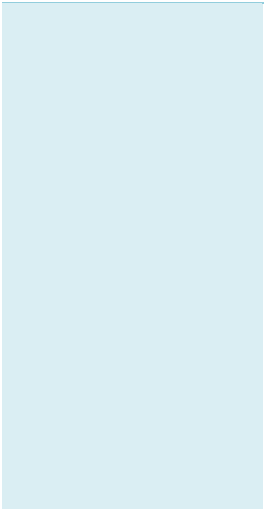
The strengths identified for our site around Quality Area 2 – Children's Health and Safety are:

- Relaxation time is provided for all the children with Rural Care children having a sleep or rest time in the sleep room.
- Routines are established, and individual requirements are addressed if needed.
- Information is provided in newsletters from Kindergarten and Rural Care.
- Appropriate spare clothes available at the Kindergarten.
- Regular hand washing procedures are set in place.
- Staff are aware of safe food handling practices.
- Nappy changing and clothes changing procedures are documented,
- Hygiene practices and policy information is shared with families and community.
- Lunch boxes are stored in the fridge.
- Toilets, hand basins are checked throughout the day and cleaned if required
- Information is placed in newsletters.
- Information is placed on white board.
- Information is discussed with parents.
- Parent library includes nutritional information.
- Healthy eating program is included.
- We record all medication given to the children (Asthma) in the medication book; this is done by two staff. Following our First Aid Policy, we record all accidents and first aid provided, one copy is maintained at the centre, one copy is provided to the child's parents. If a serious injury occurs the parents are notified as soon as possible and reported on the Incident and Reporting Management Portal.

- Ongoing health concerns are recorded, and a copy is kept in the child's folder.
- We have good communication with parents on a day to day basis, and parents are open to discussing their child's health needs to staff.
- Training is updated for staff regularly.
- All injuries and medications are administered and recorded appropriately.
- Newsletters include nutritional information.
- Staff model nutritional practices.
- Only water is allowed at the Kindergarten and Rural Care.
- Parents are provided with information re healthy eating policy and notices are placed on the white board.
- Information on healthy eating policy is included in the enrolment pack.
- Healthy eating is discussed with the children daily.
- We program healthy eating activities and group times as part of our curriculum.
- Information is sent home to parents e.g. Right Bite information.
- Children's allergies are recorded, and staff, children and families are notified of the precautions necessary.
- Program using the outdoor learning environment
- Children at the Kindergarten and Rural Care enjoy physical activity
- Children request physical learning experiences and if appropriate staff will organise at the time of request.
- Children initiate their own physical learning experiences.
- Fine motor learning experiences are included in programming.
- Balance, movement and spatial awareness are included in outside programming and in group time learning experiences.
- W.H.S are discussed during staff meeting and when need arises actions taken to prevent safety issues following DECD guidelines

- Staff meetings
- Hazard identification
- Site checks.
- Sign in and out sheet for staff and visitors.
- Attendance sheets for children
- Children are informed of safety issues incidentally.
- Staff have rostered times outside.
- Children are always supervised by staff.
- Hazard identification reports are used.
- Playground checks are completed quarterly and daily.
- Emergency drills, fire, invacuation and evacuation procedures are practised termly.
- Health plans.
- Emergency first aid kits
- First aid training
- Staff roles identified in emergencies
- DECD and regional office are consulted over issues that may occur at the Kindergarten and Rural Care
- Documentation of policies and follow procedures
- Staff are aware of appropriate procedures and policies and adhere to these policies
- RAN is updated as required by staff and procedures are followed if necessary
- Staff discuss necessary issues and actions at staff meetings.

- Healthy food policies are implemented in the Kindergarten and Rural Care program.
- Staff model good practises, e.g. washing hands.
- Child & Youth Health checks at Kindergarten.
- Regular hand washing procedures are set in place.
- Staff are aware of safe food handling practices.
- Nappy changing and clothes changing procedures are documented,
- Hygiene practices and policy information is shared with families and community.
- Lunch boxes are stored in the fridge.
- Program using the outdoor learning environment
- Children at the Kindergarten and Rural Care enjoy physical activity and each year we hold our fundraiser 'Obstacle-A-Thon'
- The children request physical activities and if appropriate staff will organise at the time of request
- Children initiate their own physical activities
- Fine motor activities are included in programming
- Balance, movement and special awareness are included in outside programming and in group time activities
- Children's fine motor and gross motor development are monitored



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
2.1.1	All documentation around children's health needs are to be reviewed, and procedures and policies developed if required	Improvement of our health practices within Kindergarten & Rural Care	H	<p>Review documentation and policies and make changes where necessary</p> <p>Children's health plans are up to date and displayed and all staff including relief staff are aware of them</p> <p>Staff have current First Aid Training and Asthma & Anaphylaxis Training</p>	<p>Documentation and policies reviewed and updated</p> <p>Reviewed, up to date health plans are displayed</p> <p>Staff are up to date with their training</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
2.2.1	Policies to be developed to protect children from harm or hazards likely to cause harm	Children are protected from harm and potential hazards	H	<p>Risk assessments are completed to identify potential hazards and collated in a file</p> <p>Playground and hazard checks are completed daily</p>	<p>Risk assessments documented and filed</p> <p>Quarterly and daily playground checks are documented and filed</p>		



Quality Area 3: Physical environment

This quality area of the *National Quality Standard* focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

Quality Area 3: Standards and elements

Standard 3.1	The design of the facilities is appropriate for the operation of a service.	
Fir for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

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

Standard/element	National Law (section) and National Regulations (regulation)	
3.2.3	section 168	Offence relating to required programs
3.2.3	regulation 73(2)(b)	Educational program is to contribute to the outcome that each child will be connected with and contribute to his or her world
3.1.1, 3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104	Fencing and security
3.2.1, 3.2.2	regulation 105	Furniture, materials and equipment
3.1.1, 3.1.2	regulation 106	Laundry and hygiene facilities
3.1.1	regulation 107	Space requirements—indoor
3.1.1	regulation 108	Space requirements—outdoor space
3.1.1, 3.1.2, 3.2.1	regulation 109	Toilet and hygiene facilities
3.1.1	regulation 110	Ventilation and natural light
3.1.1	regulation 111	Administrative space
3.1.1, 3.1.2	regulation 112	Nappy change facilities
3.1.1, 3.2.1, 3.2.2	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.1	regulation 115	Premises designed to facilitate supervision

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

Quality Improvement Plan for Quality Area 3

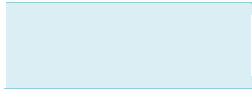
Summary of strengths for Quality Area 3

Strengths

The strengths identified for our site around Quality Area 3 – Physical Environment are:

- Play ground checks are completed quarterly and daily and programmed for
- Building is purpose built
- Outdoor equipment, facilities and resources meet safety standards
- Children learn through play and enjoy their interactions in the outdoor learning environment
- The area is safe for Kindergarten and Rural Care children
- There are several natural areas in the large playground
- Fencing provides a safe environment for children
- Staff assess equipment and identify hazards regularly, discard as necessary and purchase new equipment
- Furniture is safe, clean and well maintained
- Maintenance requests are submitted when required through DPTi
- Cleaning done daily as needed
- Playdough resources are cleaned regularly
- Facilities are designed to be inclusive for all children
- Indoor and outdoor environments are utilised to meet children's needs as a result of regular assessments and observations
- Assessments and observations are included in children's portfolios and shared with parents
- Children are exposed to a variety of mediums in all environments to express their individuality

- Staff meetings are used as a forum to discuss children's learning development
- Children are encouraged to use equipment in a variety of ways
- Recycling and chickens program
- Rainwater tanks for water play
- Children's vegetable garden
- Ngarrindjeri bush tucker garden



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	Furniture such as children's chairs, children's fridge is broken, and resources are looking old and need to be updated or replaced	Purchase new furniture and resources New fridge-freezer	H	Removal of outdated resources and purchase new ones. Put forward a proposal to Governing Council to purchase new fridge-freezer, staff camera's and iPads	New resources and furniture New fridge/freezer, iPads and staff cameras	Term 2 Term 2	Governing Council approved the purchase of these items (21/2/2018)
3.1.1	The green bridge on the playground isn't suitable for smaller children; they may fall through the gaps at the side	Make the bridge rigid so it doesn't sway from side to side and enclose the sides	H	Complete risk assessment Contact Nick Shultz (DPTI) Submit a hotline request form for works to be carried out Bridge is rigid so it doesn't sway from side to side and the sides are enclosed with a mesh material	All children can safely access the bridge	Term 2/3	
	Open side panel on the children's playground, a child may fall through it	Enclosed side panel	H	Complete risk assessment Contact Nick Shultz (DPTI) Submit a hotline request form for works to be carried out	Risk of falling through the hole in the side panel is eliminated	Term 2/3	



				Side panel is enclosed – maybe with strong, clear Perspex or similar material			
3.2.3	Children become environmentally responsible and sustainable practices embedded at the centre	Children being aware of the importance of respecting our environment and embedding sustainability in the curriculum	M	Re-introducing our gardening program – replanting our garden boxes with seasonal fruits and vegetables, herbs in one and flowers in the other Establish a worm farm and compost bin Purchase new indoor recycling bins	Garden beds are utilised by the children and programming identifies hands on environmental experiences Children can articulate the importance of taking care of our environment and sustainable practices	Term 1 Ongoing	

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

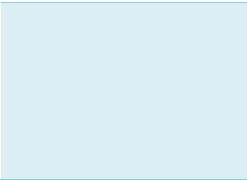
Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths

The strengths identified for our site around Quality Area 4 – Staffing Arrangements are:

- Child ratios and staff qualification requirements are maintained at all times
- Staff interact with children and utilise their skills in the best possible ways
- Staff ratios in place at meal and administration times
- Centre staffing rosters are in place
- Professional teaching standards guide practice, interactions and relationships
- Staff practice care and responsibility for children and their families and colleagues
- Educators work collaboratively, provide feedback and develop themselves professionally
- Staff share tasks and responsibilities throughout the day
- Staff support each other and welcome new members to staff
- Staff recognise each other's strengths and skills and reflect this in their interactions professionally
- There is a positive work atmosphere
- The code of ethics is reflected in practice



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
4.1.2	Lack of relief staff for Kindergarten & Rural Care	Regular relief educators to maintain continuity for children and families	H	Up to date record of available relief staff on file Recommendations from other Leaders in our Partnership	Adequate number of reliable relief staff (ECW's and teachers)	Ongoing	
4.2.1	Teaching staff to be familiar with AITSL and the Australian Professional Standards for Teachers	AISTL and Australian Professional Standards for Teachers, guides staff roles and responsibilities and quality practice	H	Teaching staff to become familiar with AITSL website and Australian Professional Standards for Teachers – develop knowledge and understanding DECD Performance Development Plans for all staff (teachers and ECW's)	Staff can identify their individual quality practice in the Standards and can articulate them Performance Development Plan and reviewed 6 months later	Ongoing Ongoing	

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

The strengths identified for our site around Quality Area 5 – Relationships with Children are:

- Interactions with each child are warm and responsive
- Verbal interactions with the children are a focus of our practice
- Our displays are informative and reflect trusting relationships that encourage children to express their learning
- Photos, profile books are a positive reflection of quality relationships between adults and children
- Every child is able to engage with educators in meaningful, open interaction that support the acquisition of skills for life-long learning
- We encourage and value children's voice and incorporate their ideas and interests in programming and planning
- Each child is supported to work with, learn from others and help others through collaborative learning opportunities
- Programming documents children's voice and input into their learning program
- Every child supports each other in regard to daily rules and routines
- Children work in teams collaboratively; e.g. group time and learning experiences
- Each child is encouraged to manage their own behaviour towards positive results
- Behaviour management is supported through daily routines
- The centre has a behaviour code
- Adults and children model positive behaviours
- Staff support children to communicate effectively to work towards positive solutions
- Staff talk to children about actions and outcomes and reasons behind them
- Staff enable children to make choices and experience the consequences
- Staff acknowledge positive choices made by the children when managing their own behaviour
- Children's play is managed and identification of potential conflict is made and strategies put in place
- Staff use positive language and tone of voice, appropriate gestures are used when dealing with behaviour conflict

Key improvements sought for Quality Area 5

Improvement plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.1	Children's social and emotional wellbeing	To endeavour to meet each child's wellbeing needs	H	Collaborate with Kidsmatter coordinator to establish what we want to achieve with the program Kidsmatter Early Childhood training and development as a staff team Staff become familiar with the Kidsmatter Framework for improving children's mental health and wellbeing	Staff are confident and can deliver the Framework and can articulate it to families Kidsmatter embedded in the curriculum	Term 3	
5.2.1	Further development and documentation is required to regularly identify children's shared interests and use this information for future planning	Children's shared interests are identified, documented and used to plan future collaborative learning experiences	H	Identify and document children's collaborative play ideas in the day book and program planner Use ideas for further planning of collaborative learning experiences	Planning with children's shared interest result in further collaborative learning opportunities Reflected and embedded in the curriculum	Ongoing	

5.2.2	Behaviour Management Policy needs to be reviewed	Behaviour Management Policy is reviewed and updated	M	<p>Review current Behaviour Management Policy with Governing Council</p> <p>Behaviour Management Policy displayed and made accessible to all, included in Kindergarten & Rural Care enrolment packs</p>	Behaviour Management Policy has been reviewed and updated where necessary	Term 2	
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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>The strengths identified for our site around Quality Area 6 – Collaborative Relationships with Families and Communities are:</p> <ul style="list-style-type: none">• Enrolment processes have been established in the centre• Orientation for parents is supported by the Director and staff to ensure parents are provided with information and outlines of Kindergarten and Rural Care procedures and routines and they are invited to share information about their child's interest, needs and abilities• Kindergarten enrolments are recorded on the Early Years Systems Tool• Effective partnerships with families enable communication about their child's learning program and interagency services available in the district• Parents are encouraged to actively be involved in the Governing Council and day to day activities in the Kindergarten and Rural Care program• Parent rosters are developed to encourage parent participation in the Kindergarten and Rural Care program activities and routines.• A welcoming environment is established for all families using our service• Communication with families is always respectful, sensitive and confidential• Responses to family issues and concerns are respectful and prompt• Daily routines are displayed• Nominated and certified supervisors are displayed• Number of children every day displayed• Questionnaires are utilised to collate information from parents about their child• Information is displayed daily on the whiteboard and parent information centre• Families are informed through regular newsletters• Governing Council involvement informs parents• We display agency and community services information for parent access• Information is provided in the enrolment pack about agency and community services• Child and youth healthy checks are provided termly for kindy children• Staff offers verbal support re agency access• Community Links is provided in the Kindergarten information/enrolment pack
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- Referral processes are used to support children with additional needs
- Preschool support funding is allocated to enable 1:1 and small group support
- Visiting specialist support personnel are utilised to support children and families
- Speech, Child and Youth Health, Murray Mallee Community Health, Centre Care, Families SA
- Strategies are in place to provide safe transitions in the centre
- Transition to school programs exist to ensure children are feeling safe and informed about going to school
- Parent information sessions are provided for pre-entry to full time kindergarten
- Transition from Rural Care to Kindergarten sessions
- Excursions opportunities for Kindergarten Children are provided for the children and are positive and safe
- Assessment and review of the needs of a child with special needs contributes to decision making about the child's transition to school
- Preschool support program is inclusive of individual child's needs
- The learning program is inclusive
- The environment nurtures the wellbeing and sense of belonging
- Our families have a sense of trust and confidence in the staff members in the Kindergarten and Rural Care and the children display trust and confidence in the staff when interacting in a wide range of learning activities
- Support Services and agency staff contribute to the individual learning programs of children with special needs
- Staff work with families and agency staff to ensure children have the necessary resources to participate in the learning program
- One Child, One Plan's are developed for Aboriginal, Torres Strait Islander and children under the Guardianship of the Minister, and ILPs are developed for each child
- Our centre builds relationships and engages with the local community
- The local community is included in the learning program
- Excursions are planned to include community connections
- Quality Improvement Plan incorporates community involvement
- Children's voice often includes community involvement
- The Ngarrindjeri culture is included in the diverse learning program
- Staff respond positively to a diverse range of families

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	Parent information pack, and enrolment packs need to be reviewed and updated if required	Parent information pack and enrolment packs have current and up to date information	H	Review parent information pack and enrolment packs Make changes where necessary and update	Parent information packs and enrolment packs are reviewed and updated. Are accessible to families	Term 2	
6.2.3	Re-establishing Playgroup at the centre	Playgroup is facilitated at the centre with a playgroup coordinator	M	Ask Kindy families if they would be interested in being the Playgroup Coordinator Ask at Governing Council meeting is anyone is willing to take on the role	Playgroup is established	Term 2	
6.1.2	Strategies to recognise parent expertise and to be involved in their child's learning needs to be developed	Families are involved in decision making about their child's learning	H	Parent interviews to learn what they want their child to achieve at Kindy. Ask families for information and feedback about their child's needs, skills and interests (termly) Organise "Sharing Our Learning" twice a year for parent and family involvement (term 2 & 3) Develop Community and Family participation folder to record photographs and anecdotes, children's and parent voices	Parent interviews are established and are utilised by families Parent forms are developed Feedback from families collected regularly to inform Individual Learning Plans for each child Folder developed and is displayed for families to access Families accessing the food	Term 2	

6.1.3	Lack of nutritious food in children's lunchboxes	Provision of nutritious food for children and their families	H	Foodbank - place order fortnightly with what we would like to be delivered	regularly. See an improvement and variety in children's lunchboxes Making food available to vulnerable families		

Quality Area 7: Governance and Leadership

This quality area of the *National Quality Standard* focuses on effective leadership and governance of the service to establish and maintain quality environments for children's learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service's continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service's statement of philosophy.

Quality Area 7: Standards and elements

Standard 7.1 Governance supports the operation of a quality service.		
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service's operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
Standard 7.2 Effective leadership build and promotes a positive organisational culture and professional learning community.		
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

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

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	section 12	Applicant must be fit and proper person (provider approvals)
7.1.2	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.2	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.1	section 31	Condition on service approval—quality improvement plan
7.1.2	section 56	Notice of addition of nominated supervisor
7.1.2	section 56A	Notice of change of a nominated supervisor's name or contact details
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.1.2	section 161	Offence to operate education and care service without nominated supervisor
7.1.2	section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements
7.1.2	section 162	Offence to operate education and care service unless responsible person is present
7.1.2	section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
7.1.2, 7.1.3	section 163	Offence relating to appointment or engagement of family day care co-ordinators
7.1.2	section 164	Offence relating to assistance to family day care educators
7.1.2, 7.1.3	section 164A	Offence relating to the education and care of children by family day care service
7.1.3	section 165(2)	Offence to inadequately supervise children
7.1.3	section 166	Offence to use inappropriate discipline

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.3	section 167(2)	Offence relating to protection of children from harm and hazards
7.1.3	section 167(3)	Offence relating to protection of children from harm and hazards
7.2.2	section 168	Offence relating to required programs
7.1.3	section 168(2)	Offence relating to required programs
7.1.2, 7.1.3	section 169	Offence relating to staffing arrangements
7.1.2	section 170	Offence relating to unauthorised persons on education and care service premises
7.1.3	section 170(3)	Offence relating to unauthorised persons on education and care service premises
7.1.3	section 170(4)	Offence relating to unauthorised persons on education and care service premises
7.1.2	section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises
7.1.2	section 172	Offence to fail to display prescribed information
7.1.2	section 173	Offence to fail to notify certain circumstances to Regulatory Authority
7.1.2	section 174	Offence to fail to notify certain information to Regulatory Authority
7.1.2, 7.1.3	section 174A	Family day care educator to notify certain information to approved provider
7.1.2	section 175	Offence relating to requirement to keep enrolment and other document
7.1.3	section 175(3)	Offence relating to requirement to keep enrolment and other documents
7.1.2	section 188	Offence to engage person to whom prohibition notice applies
7.1.2	regulation 16	Matters relating to criminal history
7.2.1	regulation 31	Condition on service approval-quality improvement plan
7.1.1, 7.2.1	regulation 55	Quality improvement plans

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

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

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

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	regulations 173-176A	Display and reporting of prescribed information
7.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
7.1.3	regulation 179	Family day care educator to provide documents on leaving service
7.1.2, 7.1.3	regulation 180	Evidence of prescribed insurance
7.1.2	regulation 181	Confidentiality of records kept by approved provider
7.1.3	regulation 182	Confidentiality of records kept by family day care educator
7.1.2	regulations 183-184	Confidentiality and storage of records
7.1.2, 7.1.3	regulation 185	Law and regulations to be available
7.1.2	regulation 344 Tasmania	Safety screening clearance – staff members
7.1.2	regulation 358 Victoria	Working with children check to be read
7.1.2	regulation 359 Victoria	Criminal history record check to be read and considered

Quality Improvement Plan for Quality Area 7

Summary of Strengths

Strengths

The strengths identified for our site around Quality Area 7 – Governance and Leadership are:

- Governing Council is established and Minutes of meetings are recorded
- Governing Council information folders are given to members re constitution, roles and responsibilities
- Confidentiality is at a high level of expectation for staff and Governing Council Members
- Relevant required information is displayed
- An induction folder is available for staff
- Daily routine roster is established which defines roles and responsibilities of staff members
- Centre Philosophy is developed
- Staff meetings provide opportunities for staff to collaborate and be included in the development of the service
- Staff meeting reflection sheet has section for achievements to be acknowledged
- Performance development discussions occur
- Staff meetings provide the opportunities for staff discussion and analysis of reflective practice
- Our centre staff has high expectations for children's learning
- A quality play-based curriculum is provided to meet the needs of all children's needs and abilities
- Professional learning opportunities are provided for the leader and the staff
- Professional discussions are valued and provide the opportunity to review research and inquiry
- Staff have appropriate qualifications to work with children
- Performance development plans are discussed
- Professional development opportunities are provided to suit the individual needs of staff
- Staff meetings provide opportunities for feedback
- Regular review of the quality improvement priorities occurs and is documented in staff meetings
- Data collection occurs and review of this process is documented in staff meetings
- Staff meetings provide opportunities for reflection on children's achievements
- Staff meeting processes are in place
- Archiving systems and processes established

- Enrolment processes and storage are in place electronically on the Early Years Systems Tool and hard copy files.
- Documentation of Quality Improvement Plan; accident, injury and first aid records; medication administration records; child attendance records are in place
- Administrative systems are established to maintain the efficiency of the service
- The DECD Eduportal web based systems access enables administrative systems to be organised and completed on time
- Staff are provided with opportunities at staff meeting to provide feedback and input into the operation of the effectiveness of systems in the service
- Staff meeting Minutes document all concerns raised by children and parents/caregivers and are acted on accordingly
- Policies are being developed in line with the Regulations and review dates established
- Pre-entry information session and information pack inform parents of policies. Newsletters and Governing Council inform parents of policy changes.

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	Philosophy requires review and needs to be displayed and reflected in quality practices	Philosophy statement is available for staff and families and underpins all the practices and strategic directions	H	Statement of philosophy to be reviewed Present to Governing Council and review Philosophy displayed and made accessible to all	Philosophy developed and displayed	Term 2	
7.2.1	All staff need to articulate how the self-assessment and quality improvement cycle is embedded in their practice	An effective self-assessment and quality improvement process is in place	H	Develop a written record sheet for reflection at staff meetings and on the day book page	Collects data to inform the process of planning and review	Term 1	Currently trialling a day book in term 1, to collect staff reflections each day to discuss further at staff meetings
7.2.3	Develop a performance review plan to demonstrate the cycle of improvement and change	Planning improvement and change cycle contributes to planning for learning and further development	H	DECD Performance Development Plans for all staff and review regularly Job and Person Specifications to be reviewed in DECD Professional Development Plan process	DECD Performance Development Plans implemented for all staff and reviewed regularly (twice per year)	Ongoing	

