

Quality Improvement Plan template

Revised National Quality Standard
Commencing 1 February 2019

Updated November 2018



**Flinders Children's Centre
and Tji Tji Wiltja Preschool**

122 Tassie St, Port Augusta - Ph. 8642 2067



Meeting place for teaching, learning and play for the whole family



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	
Flinders Children's Centre		SE/00010352	
Primary contacts at service:			
Kerry Moosha			
Physical location of service		Physical location contact details	
Street	122 Tassie Street	Telephone	86 422067
Suburb	Port Augusta	Mobile	0427114616
State/territory	SA	Fax	86 426646
Postcode	5700	Email	Kerry.moosha795@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	DECD	Name	Kerry Moosha
Telephone		Telephone	86 422067
Mobile		Mobile	0427114616
Fax		Fax	86 426646
Email		Email	Kerry.moosha795@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street		State/territory	SA
Suburb		Postcode	5700

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	8:45 (Children)	8:45	8:45	8:45			
	8:30 (Staff)	8:30	8:30	8:30	8:30		
Closing time	2:45 (children)	2:45	2:45	11:45			
	3:45 (Staff)	3:45	3:45	3:45	3:45		

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.

We have a small staff car park, it fits four cars. Staff can park out the front of the centre on the street, council approval has been given.

Holidays are in line with South Australian Public Schools. Four pupil free days are arranged each year on a needs basis.

How are the children grouped at your service?

4 Year olds access three full days when they are entitled to the 15 hours of preschool before they go to school.

Monday, Tuesday, Wednesday

Monday, Wednesday, Thursday

Tuesday, Wednesday, Thursday

Aboriginal three year olds access two days a week.

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

Kerry Moosha

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: also receive Commonwealth funding employing an Aboriginal Liaison Worker and extra Early Childhood Educator.

Service statement of philosophy

Learning

We believe that children learn best when they are able to interact with others in a collaborative learning environment. Play is the foundation to which learning occurs, therefore it is supported in our program and through our intentional interactions. Explicit and implicit teaching encourages children to develop greater understanding of new concepts, especially literacy and numeracy, and is taught at teachable moments throughout the day, and through our shared group time experiences. Children are encouraged to explore their own ideas and share their thoughts with others. Educators share in this learning journey by extending play through modelling and expansion, scaffolding, and open ended questioning. This is also seen through programming around the children's current interests and thoughts.

Community and family

We support all children and families to feel welcomed to our Centre. This includes supporting diversity of language, learning, and culture. How we interact with children and families is how we promote our inclusive practices and flexible curricula. These interactions, therefore, create a diverse range of mediums, both written and oral, and supports visual deliverance as a best practice approach. Our Aboriginal support worker and our Aboriginal Families Literacy Strategies Teacher further support families through embracing, liaising and organising events which support the Indigenous culture.

Learning environment

Our learning environment has a play based focus, therefore our environment provides children with stimulating, challenging and well-resourced indoor and outdoor play areas. Staff are aware of the importance of age appropriate risk taking, and support learning through exploration and self-discovery. Through careful planning and programming, staff provide equipment and experiences that children can modify to follow their own needs or curiosities. Child's voice is a focus priority that we support through our backward programming and through our multi-modal learning environment.



Reflection and Review Dates

QIP Review:

- Term 1, Week 5
- Term 2, Week 5
- Term 3, Week 5
- Term 4, Week 5

Governing council sharing input: Term 1

Governing council sharing progress: Term 3

Centre Philosophy Review date: February, 2020

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
1.3.1	regulation 177(1)(a) or	Prescribed enrolment and other documents to be kept by approved provider – the documentation of child assessments 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 centre uses EYLF Principles, Practices and Learning Outcomes as the foundation to support ideas and approaches to guide everyday practices. The learning outcomes are incorporated in all our documentation of children's learning including learning stories, individual learning plans and in the future floor books and weekly evaluations. In late 2015 we introduced a program book format to capture child voice as a means to capture and maximise children's learning, achievements and interest. These include photos of children and documented children's individual 'voices'. We continue to develop ideas to find the best method of recording and capturing child initiated learning. We use small group activities and intentional teaching. The Kindy actively incorporates the 'Respect, Reflect, Relate' (RRR) document when recording each child's involvement and wellbeing. This is rated for each child. The kindy uses a checklist to gather data which depicts where children are with skills and knowledge. All educators wear bum bags which allow them to jot down observations of children whether inside or outside. The Kindy has a visual display in the educator's office where all children's names are displayed and observations/ learning story documentation is recorded as a means of keeping track of data collection. The Kindy has an expectation that all educators working four days a week will write a minimum of two learning stories while part time educators are required to write at least one. Each child is expected to have at least two learning stories a term. Children's learning is displayed throughout the Kindy recording children's ideas, voices and involvement. The centre has an Aboriginal three year old program "Tji Tji Wiltja" over the years the demand for this service has grown and is accessed by a lot of families in the community. Gathering information about children is embedded in every aspect of the program. Information is sought initially on enrolment with a child profile that families fill in. Children's voices as described above are recorded throughout the day and children's ideas are discussed at the end of day or week when planning. Weekly reflections include information on ideas and needs of children. Educators have regular discussions with families around children's needs. The Kindy has a formalised routine each day which is displayed. Children are familiar with the program and changes throughout the day. Throughout the day children have group times promoting open ended experiences. Documentation about children's progress in the program is readily accessible to families in a range of formats. Parents are asked to contribute to the program books and an area for family comment is included on children's learning stories. Individual Learning Plans or reports are sent home each term and families are asked to provide feedback with an interview arranged if requested. Each child has a 'profile folder'. Included in these are children's learning stories, Individual learning plans and documented work such as drawing and individual information recording children's literacy and numeracy skills. Parents are encouraged to read their child's profile and make comments, which are then included in their folder. The Kindy has a Facebook page about children's learning during the day. Educators actively engage all children in the program and respond to children's ideas and play and are regular co-players. The kindy provides an interactive process that drives the development of the program. The service provides a range of strategies to collect, document, organise and interpret the information that is gathered. The information depicts children's



learning in context, describing their strengths, skills and understandings. Assessments occur throughout the year. Through our strong partnerships within the community we are able to offer a variety of programs off site, (including local library for reciprocal visits, visits to local schools, which support children in many areas of development. Staff are employed to support identified children through our Bilingual Support Program. This includes supporting children from Aboriginal Cultures. The centre accommodates children with significant needs who are supported through adapting the environment (Use of sound field system). Staff regularly talk with parents at drop off and pick up times about their children and also meet more formally to review and plan for their child's progress. Children are identified as early as possible with additional needs and referred to the appropriate support services. In most cases the support agencies come to the centre and work with the children, provide information to staff on commencing and ongoing programs that they implement to support the children. The agency staff also meet with the parents for consistency of information and supports their implementation of the program at home. Children may request resources and equipment and staff comply if possible (taking into account weather, time, group, mix etc.). Resources are openly and attractively displayed for self-selection as much as possible. Staffs spend time as co-players interacting with children and thereby learn more about each child – gaining insight into each child's interests and skill development. Written observation about each child is examined when planning and programming and it is through these and information gathered from parents that staff are able to build an accurate picture of each child's development and their needs and interests. We have a well implemented Self- Review cycle at the kindy when programming and planning. We also share our ideas with other preschools within the partnership. In 2016, 2017 and this year we will continue our work with Literacy, Numeracy, Nature Play, Reggio, STEM.

Key improvements sought for Quality Area 1 Improvement Plan- How can we ensure we are inclusive and responsive to the needs of our children, families, staff and community.

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 1.1.2 6.1.1 6.1.2	Children and families need to have a strong cultural connection. Therefore develop Cultural connection with families. Need to embed Nature Play pedagogy.	Survey parents to gather information on each child's cultural background. Explore Nature Play and increase cultural activities/ links to Aboriginal perspectives.	H	Increase time outside and use of natural resources. Program cultural activities and guests where possible. Explore opportunities that build our understandings around differences in culture.	Increase in community involvement. Program reflecting Cultural activities. Increase in Parent involvement. Collection of a range of resources to use all year round.	By end of T1	
	Data Collection and review needs to be refined. Action plan to be devised. OnePlans	Established timeline. Strengthen Use of Literacy/ Numeracy Indicators in learning stories and program.	H	-Initial Kindergarten skills checklist to be implemented T1 and revisited T4. Data analysed. L/N Indicators	Data comparison T1 and T4 to show improvement. Every child has a OnePlan	Term1 2019 2019	
1.1.2	Ensure our program reflects an emergent curriculum and strengthen child voice and documentation which is visible to visitors and families. Whole text approach. Ensuring that focus text is culturally appropriate and relatable to the children's lives.	Use ideas from children and extend knowledge by using thinking tubs (Related to STEM) and story tables.	H	Program Thinking tubs Reporting to parents Use ideas from children and extend knowledge by using thinking tubs (Related to STEM) and story tables. Child Led curriculum - curriculum is based around the ideas and voice of our children. Staff to meet with children at the end of each week and reflect on the following weeks planning. To help make our program more visible and accessible to our families/community, we will convert an unused window and pin board. Floor book, reflective practice and learning web will support this.	Child engagement. Children extending the skills learnt to other areas of learning.	Term 1 2019	
1.2.3 1.1.3	Speech and language- Oral Language	Continue to use screening and intervention	H	Work with speech pathologist	Termly review, reflect on data provided by speech pathologist.	Term 1 and Term 3	



	Agreement	strategies to support the growing number of children requiring intervention for speech.		Oral language groups if required. Strengthen group times-whole text approach.		ongoing	
1.1.1. 1.1.3	Use of Curious App.		H			Term 1	

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		
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		
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.

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

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





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 kindy consistently supports children's health needs. Health information is discussed with families during the induction process. Medication is only administered if dispensed from a pharmacy and recorded on a permission sheet with the correct method of delivery. Health care action plans and medication forms are supplied by a health professional. This information is stored in the first aid folder and with the permission of families photos of children are kept in the kitchen area which informs all educators of children's health issues and allergies. First aid kits are available in the kindy and taken on excursions. A folder is available when going off site with emergency numbers and medical conditions. Regular newsletters remind families of the medication policy and when Child and Family Health Services (CAFHS) will attend the service to provide children with Health checks. Children are encouraged to be responsible for their own health care needs and this is embedded in children's practice to wash hands after toileting and before eating food. Families are encouraged to bring a spare set of clothes for children, although the kindy does supply spare clothes when required. When children need to be changed, a procedure in the bathroom outlines two educators being present when needed, information to be recorded and parents informed. Educators ensure that they wear gloves while changing a child. Staff have first aid training and their qualifications are recorded. The kindy has an infectious disease policy and if an outbreak occurs families are notified. Healthy eating is consistently promoted within the service and a part of our daily Nutritional Program. On enrolment new families are informed about our Nutritional program on healthy eating, healthy food choices for morning tea, lunch and the healthy eating policy. Nutrition is discussed and is included in the 'Parent Information Booklet.' A sign at the entrance is displayed notifying families that the kindy when it is required to be a nut free zone. Families are encouraged to supply at least one piece of fruit or vegetable for fruit time. During which time staff sit and eat with the children and chat in small groups. At lunch children sit inside at tables, once they have packed away their table they move onto the mat for Numeracy or relaxation time. Physical activity is embedded in the program, throughout the day children choose learning experiences whether it be playing with puzzles, construction or organised mat times. The large outdoor environment provides a range of physical activities for children along with our Nature Play programs which provide more opportunities for children to further develop their gross motor and coordination skills. Our daily timetable is shared with families; this includes rest and quiet times. Children are encouraged to rest each day and relax for short periods of time. Children access the toilets independently and all toilets have doors for privacy. Children are able to leave group times to access the toilet, blow their nose etc. Staff eat with the children and encourage hygienic eating and drinking. Discussion of how to stay safe is programmed for group times and staff discuss how to stay safe with children on an individual basis as well. Staff sit with the children at meal times and promote healthy food choices. Children's lunch boxes are kept in the fridge. We have a daily nutritional program with sandwiches and a range of cooked meals. We provide food throughout the day to children who are hungry. The program and set up of the environment promotes active physical play and includes indigenous and other culturally relevant music and storytelling. Staff supervise each area of the centre and work collaboratively to provide the optimum supervision required for each area and the spread of children across the site, both indoors and outside. Staff keep each other informed if they need to leave an area still requiring supervision. Children are introduced to areas that are out of bounds except when accompanying an educator through small group walk-throughs. Excursions are a regular part of the program with children selected to attend on the basis of ability and compliance. Risk assessments are conducted for each type or destination of excursion. We follow our sun protection policy and provide information on sun protection to families. Each child has clothing and a hat to minimise exposure to the sun. Children reapply sunscreen (families are encouraged to apply sunscreen prior to children arriving on site) . Signs are in place to identify dangerous/hazardous substances. Climbing and the swings are sited on soft fall which is regularly topped up. For bus travel children wear seat belts.

Daily yard checks are conducted prior to children arriving on site. Children are farewelled individually once staff have recognised their parent/designated carer. Emergency procedures and plans are displayed at each door and emergency drills practiced regularly. Information about emergencies is in the staff induction folder. The centre has both landline and mobile phones for emergencies and excursions. Emergency phone numbers are kept near the phone and taken on excursions. Departmental procedures for emergencies are displayed by the phone. Fire extinguisher and fire blanket are on site and checked for compliance by outside contractors. Electrical equipment is tested and tagged annually. Staffs follow our Child Protection Policy and are aware of their responsibilities regarding child protection (this is included in the induction folder). All staff are trained in child protection and all staff have current approval following criminal history checks. Child Protection Curriculum is covered in the program and parents are informed about topics covered and encouraged to support these discussions at home. Volunteers have criminal history checks prior to working on site. Staff respond to comments/discussions with children confidentially and gently and discuss with the director as appropriate. We are a Sun Smart Centre and ensure our Sun Smart policy supports the Cancer Council recommendations, during terms 1 and 4 children and adults wear hats whenever they are outside, in terms 2 & 3 staff and children check UV levels each morning to see if hats are required. We program for fine and gross motor activities both during child initiated activities and teacher initiated. Children's fine and gross motor skills are observed and assessed and are referred to the appropriate services as required or catered for in planning. Staff are always available to children and we ensure staff are indoors and outdoors and extra staff move to where they are required. The kindy has a work Safe officer, who meets with the Director on a termly basis to discuss Site Issues. Procedures are in place for staff to report any safety concerns observed so they can be seen to promptly. All safety tasks and maintenance tasks are kept up to date on a regular basis using STAR.

AREAS OF IMPROVEMENT:

2.1.1: Weekly menu set up and displayed

2.1.3: Hygiene methods of controlling the spread of illnesses are practised based on current information from health authorities

2.2.1: Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.

2.3.2: Children more involved in assessing risks during play

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	Weekly menu set up and displayed Garden developed To incorporate higher engagement levels of children.	Promote healthy eating in the kindy and at home. Children caring for the environment.	M	Menu displayed, healthy lunch menu at kindy. Healthy eating to be promoted through taking care of our new edible garden. Regular cooking activities with the children, recipes to go home with families to promote healthy lunchbox options for kindy and home. Establish coding in garden with children around edible plants.	Staff set healthy menu. Sent home in newsletter and on notice board. Healthy eating by all accessing the lunch program. Engaged children caring for garden.	Term 1	
2.1.3	Children not washing hands, children just starting to use a toilet, children congested.	Hygiene methods of controlling the spread of illnesses are practised based on current information from health authorities and staff observations.	H	Explicit teaching of hygiene practices at the beginning of Term 1, when all children are starting. Staff to support children during hand washing to ensure it occurs.	Children demonstrating good hygiene practices.	Week 1-ongoing	

				Nose blowing program			
2.2.1	Very young three year olds requiring area to rest, sleep.	Space and time for relaxation. Sleep if needed.	H	Ensure spaces and time is allocated within daily program	Area provided daily and utilising the area for rest. Happy, relaxed children.	Term 1 Ongoing	
2.3.2	Last year children were confident in assessing risk and supporting peers. New group of children in 2019.	Children more involved in assessing risks during play, supporting each other.	M	While educators are outside they are to discuss the risks in the certain areas of the yard.	Children understanding potential hazards and sharing safety information with others.	End of term 2	
	Kimochi Program	Capacity building to support educators, learners and families.		Capacity building to support educators, learners and families. Enact changes to program Parent/ community information to build collective capacity.	Children becoming aware of their feelings and emotions and being able to express their emotions.	Term 1	

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

Resources are changed based on observations of children. Open ended tasks provided so children can enter at own level. Program based on children's voice. Caring for chooks, turtles and veggie patch, catch and release, incubation. Intentional teaching: conserving water, recycling and sustainability. We provide children with opportunities to work on own, with others, small groups and large groups daily. Staff arrange equipment that provides acceptable risks when used. Successful introduction of natural equipment into the environment. Children have observed changes to plants, vegies, flowers, chooks, insects, fruit trees and vines. Regular rearrangement of the outdoor environment to provide children with an engaging, interesting, variable and challenging environment. These are changed depending on observations; changes are made to sensory, pretend, imaginative play and investigations for children (STEM). Sufficient equipment is available to children. Outdoors children can climb on rocks, 'climbing' tree, use shovels and real life tools, help with gardening and chooks, balance and climb on structural obstacles. Children participate in Writing in various forms and Nature Play. Inquiry based experiences are provided for children- we follow children's lead, look up, research, ask open-ended questions. We make big books to gain knowledge of children's understandings, questions, and interests. Growing food, preparing food, caring for the environment, waste management. Children wash out containers and take lunch box rubbish home. Children and staff visit recyclers together. Staff are always vigilant in ensuring equipment and resources are safe for children: equipment that is broken or damaged is promptly removed for repair or discarded. Any hazards are reported to staff in charge and where possible added to the maintenance list or else substituted or engineered to eliminate or bypass the hazard. Safety checks are part of the Work Health Safety Officers duty; the officer then meets with the Director to discuss any repair, replacement or hazard substitutions required. These are budgeted for as part of our site budget. As much as possible equipment is stored in open shelving providing instant and easy access for children. Dependent on the children's interests these are changed / varied over time. Not only do we have a 'sustainable focus' at our centre, as much as possible is recycled and staff attend training in using recycled materials in innovative ways (saving money too) to develop the children's environmental awareness and hope this will flow on to families. Due to this focus we have been able to significantly reduce the amount of rubbish we are sending to landfill from 3 bins a week to now just one red bin. Since starting our Nature Play program in 2016 and Bush excursions, we have become increasingly more passionate about nature play and using natural resources. This has resulted in a consultant from Arid Lands being used in 2015/ 2016 to develop a plan for our yard redevelopment; during 2016/2017 we began the redevelopment process. 2018 is a year to delve deeper.

In 2016 we had an extension completed to the centre this provided additional space within the Kindy resulting in three usable offices, one for Director and two other for Educators and breaks. The kindy is well maintained which enhances the learning environment. Both educators and children tidy the environment throughout the day, wiping down tables and helping to pack up. The kindy has checklists for daily and termly tasks to maintain up keep. Our gardener helps with tidying the outdoor learning space. Sustainable practices are being embedded into our program and in 2018 the kindy will continue this journey. The service cares for the environment and supports children to become environmentally responsible through the creation of our Bush Kindy.

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	Establish Bush Kindy and woodwork area.	To continue with the development of Bush kindy	M	Yard redevelopment continues Budgeting Fundraising Community support Link with Nature Play SA Simon Hutchinson.	Wood work area in use. STEM being implemented in new areas. Success with Bush Kindy and woodwork in operation.	Term 1	
3.2.1	Need to work as a staff team on sustainability with children.	New children are aware of and use sustainable practices	M	Recycling Sustainable practices audit completed and guiding areas of improvement.	More going in our recycling bins and less in our general waste bins. Areas identified.	Term 1-ongoing	
	Extreme weather conditions	Continuing learning experiences despite extreme weather conditions.	L	Adapting practice to suit extreme weather conditions.	Children are still engaged in vigorous learning.	Ongoing	.
3.2.1	Outdoor maintenance	Replenish bark chips	M	Take into consideration while looking at budget.	Bark chips replenished	Term 1	
3.2.2	New resources required as current ones are outdated.	New computers and director laptop.	M	Budget for new computers to ensure we have access to new resources	Ability to purchase updated software.	Term 2	

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 service has three teacher qualified educators. Two are employed full-time at the service (director and teacher) and one is employed in a 0.8 capacity as part of the Aboriginal Family Literacy Strategy (AFLS). All of the service's early childhood workers (ECWs) have a Certificate III qualification; some are currently studying towards a diploma qualification and one is currently completing a teaching degree. Funding for Tji Tji Wiltja preschool is used to by the service to employ an Aboriginal Liaison Officer and a bus driver. Funding for this program is also used to provide additional support hours for children with additional needs; in many instances, this is used to 'top up' funding that has been provided by DECD for a similar purpose.

The organisation of educators contributes to a high quality learning and care environment in a variety of ways. For example, teacher qualified educators are available at all times to children in both indoor and outdoor environments, whilst support for children with additional learning needs is, wherever possible, provided by educators who are already familiar with the children and the routines in the service. A teacher qualified educator provides leadership in the area of language and literacy development for three year old children and their families whilst the preschool teacher provides leadership in relation to children's numeracy development. Additionally, an Aboriginal liaison officer is available to provide home and centre-based support to families on a daily basis with the aim of maximising children's attendance at the service and participation in the program.

Staff support each other and are always looking out for each other, ensuring that staff do not put themselves in vulnerable positions (e.g. one staff member observes another when children are changed). All staff are acknowledged as important 'educators'. All staff are invited and encouraged to provide input into the program and these contributions are valued. Each staff member's skills are welcomed and shared, with each person bringing their unique talents, culture and skills to the team. Leadership staff encourage and promote the knowledge of other cultures brought to the team by staff members (e.g. Aboriginal and Indonesian Culture) All staff are suitably qualified with ECE Staff all holding a Certificate III or Diploma. Although staff team changes slightly, the new team always has developed a strong working relationship and has remained consistent since then. Training and development is encouraged for all staff either internally or externally, based on interests or needs discussed during performance meetings. Staff are always with the children and tag to go inside or out when necessary. Educators are focused, active and reflective throughout the day and make changes to the program or group times to meet the needs or interests within the group. Discussion with families is sought to ensure inclusivity and sensitivity to all and staff seek further knowledge when necessary to provide an environment that is diverse and differences are acknowledged, valued and respected. All interactions with or between children, families and other staff members are expected to be respectful and accepting at all times. Skills, contributions and achievements are acknowledged and celebrated through newsletters, personal letters, notice boards etc. New staff practices and ideas are accepted and discussed; ideas for training are shared and responded to. Educator to child ratio is always maintained and usually above regulatory requirements (with 6 staff being rostered on each day) benefiting child initiated learning. Educator rosters are displayed and a whiteboard informs families when there is a change of educator. Staff meetings are held fortnightly with teaching staff organising program meetings for all staff to be involved on the other week. Regular items on the agenda are areas such as 'Work Health and Safety', cultural competence and reflection on children's learning. In 2018 reviewed our philosophy.

KEY IMPROVEMENTS SOUGHT, IDENTIFIED ISSUES

4.2.1: Performance development meetings to reflect site and partnership priorities

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	Performance development plans to reflect site and partnership priorities	Performance plans and staff working towards meeting partnership priorities.	H	Weekly staff meetings Set performance development meetings	All staff have a performance plan that supports the kindergartens site priorities Australian Professional Standards for Teacher continuum is used.	Term 1 & Term 3	
4.2.2	Need to complete Learning stories on all Children. All staff aware of use R,R,R	Support following learning story check list to ensure each child has an adequate amount. Staff aware of dispositions for learning.	H	Checklist to be followed, making sure children have at least 2 learning stories per term.	Being able to compare the learning stories and incorporating child voice into program. Use of R, R, R to reflect on practice.	Ongoing	
4.2.2	Support children with significantly high needs.	Increase staff knowledge and confidence for identification and site based intervention strategies.	H	Staff training Staff assigned to focus children.	Child progress-observation, reflecting on learning stories and oral language data.	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

Staff strive to make early connections with families. Parents are also able to indicate how they can contribute to the site's programme. Our centre employs staff who live in the local community and this assists our connections with families and community organisations. We have an Aboriginal Liaison Worker who has been employed at the centre for a number of years and has strong family connections. She completes home visits on a regular basis). Educators use visual cues to assist communication with children (both those with language delay and children for whom English is a second or third language). Staff also support the inclusion of children with challenging and non-compliant behaviours through positive interactions and use of visual cues and sensory support equipment to join in group experiences. Staff are employed to provide additional support to children with identified needs and they follow a programme specific to that child, based on the advice of professionals (e.g. Speech Pathologist). Children are made welcome at the site, with a named locker and special place to keep their belongings and a sign in sheet with their name. They each have a Learning profile folder, their photo displayed and their name available for copying. Educators support children to interact positively with others providing gentle and repeated guidance for those who find interactions a challenge. The kindy is supportive of maintaining the children's culture and home language and educators have supported each other and together have familiarised children with a range of languages of families in the service. Children are included and supported to feel confident and secure and they are familiar with routines and processes. Educators ensure children are greeted in the morning and are farewelled before leaving.

KEY IMPROVEMENTS SOUGHT, IDENTIFIED ISSUES

- 5.1.1.: Developing strong relationships will be a focus for the beginning of 2019, as we will be welcoming new families to our kindergarten.
- 5.2.2: Children are supported to develop conflict resolution skills with the use of the Kimochis program.

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	Developing strong relationships will be a focus for the beginning of 2019, as we will be welcoming new families to our kindergarten	Parent involvement Parents feeling welcome and satisfied with our high quality teaching and learning.	H	Bench duty on roster- Staff member to greet parents/ carers on arrival, gather information, provide information etc. Governing Council Aware of newsletters, information boards and Facebook page.	Increased parent/ carer participation.	Ongoing	
5.2.2	Children are supported to develop conflict resolution skills.	Children becoming aware of their own and others feelings. Knowing what to say/do when faced with uncomfortable situations. Being able to wait (boss of their own body). Kimochoi program	H	Incorporate “Stop I don’t like it” and being the ‘boss of own body’ in daily routine. Discussing with children conflict resolutions. Use of embedded kimochoi program	Children demonstrating strategies.	Ongoing	

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.

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

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths

Respectful and supportive relationships with families are first established when families enrol their children at the service. Families are supported through this process by the service's Aboriginal liaison officer (This position is funded through Tji Tji Wiltja funding) and DECD Early Childhood Educator. Whilst there is an expectation that families come into the service to enrol their children, strategies, such as home visits prior to enrolment, are in place to support them to do this. This is an intentional strategy, designed to establish with families that the relationship between educators and families has mutual obligations, particularly in relation to ensuring children's regular attendance at preschool. Many of the families who access the service have low levels of literacy. As a result, families are guided through the enrolment process by the service's Aboriginal liaison officer who helps them to read and complete forms and explains centre policies and procedures. During enrolment, procedures for using the service's bus are also explained (including the priority of access policy regarding use of the bus). Children travelling on the bus are accompanied by an educator, and whilst this is primarily a pick-up and drop-off service, educators who travel on the bus are able to talk with families at the designated pick-up or drop-off location or make a time to meet with families for an extended conversation.

The Kindy maintains an open-door policy which enables families to come into the service whenever it is open. Family events, including visits from community elders who paint and bead whilst at the kindy, and excursions also provide opportunities for families to be involved in the kindy. More formal opportunities for family involvement include participation in the governing council and contributions made to kindy projects through the use of murals. Opportunities for families to contribute to their children's program are also available.

Whilst families are invited to complete site initiated surveys and the annual DECD parent opinion survey and have, through their involvement with mural projects and the governing council, been able to significantly contribute to decisions about policies, staffing, curriculum and the development of the outdoor environment, the primary mode of communication with families is verbal.

Families are invited to share their talents/time/ideas with our kindy as part of their orientation. They are subsequently requested to come into the centre and work in collaboration with staff to enhance our programme (e.g. assisting with book and literacy pack borrowing) on a regular basis with the children. Other parents come to assist with the garden, cook with the children (particularly foods from their culture) read stories, dance and art work. We always have many willing parent helpers for excursions and special days.

We celebration, our very own special Graduation, this is extremely well attended with all families sharing in this special time. This event was an excellent opportunity for children and parents to reflect on their child's learning journey and time at kindergarten and thanking them for letting us be a part of their child's education. Our Kindergarten has strong relationships with our local CAFHS nurse who visits our site once a term, an AEW from Augusta Park Primary and Willsden Primary School along with Foundation class teachers provides assistance to the kindergarten in support of our Aboriginal families, DECD Support Staff provide assistance such as speech pathology and physiology.

Since commencing our Nature Playground in 2016, we have had a number of agencies join us in our play area outdoors. Mirriam High and the Stirling North Child Care Centre visit.

The kindy has a website that provides families with up to date information such as newsletters, parent information, policies, the current QIP and the last annual report. Current information about community services are available to support family wellbeing in a number of different formats including a parent information area and pin up board. During 2017 the kindy worked collaboratively with our feeder schools to coordinate and improve school

transition, which meant the majority of our children have transited on the same day. This enables kindy staff to support children during their first couple of school visits. During 2017 a Partnership Early Years group was developed, enabling kindy and school staff opportunities to discuss pedagogy, which we will continue to be a part of in 2018.

KEY IMPROVEMENTS SOUGHT

- 6.1.2: Continually think of new ways of involving parents and keeping up to date with what is happening
- 6.2.2 & 6.3.1: Continue to build relationship with Relationships with feeder schools
- 6.3.2: Transition project with Schools in relation to AFLS project.

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
6.1.2	Continually think of new ways of involving parents and keeping up to date with what is happening	More parent/ carer involvement.	L	Newsletter Facebook Bench Bus Liaison Worker/home visits	Parent survey will indicate a higher level of engagement and knowledge about service	Ongoing	
6.2.2 & 6.3.1 6.3.2	Continue to build relationships with feeder schools. Working with Augusta Park PS ACEO to better support families in getting their children to kindergarten.	100% of our eligible children enrolling into school to engage in the transition process successfully.	H	Attend transition meetings with partnership Attend transition visits School teachers visiting children at kindy	Enrolment rate into school	Ongoing	
	Transition project with Schools in relation to AFLS project.	We seek for children and families to be prepared to make the transition into school smooth and comfortable.	H	Link with feeder schools- Willsden and Augusta Park Primary.	Families enrolling children	Term 4	
	Rebuild website	Website to match DECD website.	L	DECD government website rebuild grant	User friendliness	Term 4	

Quality Area 7: Governance and Leadership

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

Quality Area 7: Standards and elements

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

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

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

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

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

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

7.1.2	regulations 153-154	Register of family day care educators, co-ordinators and assistants
7.1.3	regulation 155	Interactions with children
7.1.3	regulation 157	Access for parents
7.1.2	regulations 158-162	Attendance and enrolment records
7.1.3	regulation 159	Children's attendance record to be kept by family day care educator
7.1.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
7.1.3	regulation 161(2)	Authorisations to be kept in enrolment record
7.1.2	regulation 163-166	Residents at family day care residence and family day care educator assistants
7.1.3	regulation 164	Requirement for notice of new persons at residence
7.1.3	regulation 165(2)	Record of visitors
7.1.3	regulation 166(2)	Children not to be alone with visitors
7.1.2	regulation 167	Record of service's compliance
7.1.2, 7.1.3, 7.2.3	regulation 168	Education and care service must have policies and procedures
7.1.2, 7.1.3, 7.2.3	regulation 169	Additional policies and procedures—family day care service
7.1.2, 7.1.3	regulation 170	Policies and procedures to be followed
7.1.2, 7.1.3	regulation 171	Policies and procedures to be kept available
7.1.2	regulation 172	Notification of change to policies or procedures
Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	regulations 173-176A	Display and reporting of prescribed information

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

Quality Improvement Plan for Quality Area 7

Summary of Strengths

Strengths

Flinders Children's Centre has a strong and supportive Governing Council, who meets at least twice a term. This council is made up of parents, staff and a finance Officer. The Governing Council actively supports events held at the kindy and supported the new Leaders in starting their new roles. The leader of this centre is enthusiastic and inspirational and brings a 'new' cutting edge outlook that she shares passionately with all staff and the Governing Council. The Director shares the task of administering the site with all staff, with staff openly nominating the duties they will undertake. The leader shows respect for and trust in staff that they will undertake their chosen task responsibly and timely. The Director uses a range of programs that assist in effective administrative systems and operation of the kindy e.g. FABSNET, EYS, VSP, IRMS, STAR, SPERS, and HR. New staff members are mentored to familiarise them to the site. All staff are open to new ideas/ways of doing. In 2017 the kindy revised the staff induction process, including information books and WHS information which is available on the desk top, During induction the Director also goes through the DECD induction process on the website. Effective processes are in place to ensure continuity with educators through effective training opportunities both externally and with professional readings. The kindy follows the DECD merit selection process when selecting new staff. Processes are in place to provide continuity of staff with staff selection occurring in a timely way so that children have consistent permanent staff throughout their year at preschool. All staff have appropriate 'working with children' checks and a register of expiry dates is maintained. All staff are trained in Reporting Abuse and Neglect. All governing council members, volunteers and practicum students have a current criminal history screening check (as currently determined by DECD). All staff are committed to make improvements and regularly review progress and set further goals both individually and as a team and are involved in performance development meetings. Parent complaints are handled confidentially and addressed promptly and fairly working towards an appropriate solution. At the end of each year we hold a Pupil Free Day to reflect on the Sites Philosophy and the kindy year. From this day no changes were made to the philosophy all staff still considered this is what we believed was important and underpinned sound early childhood practice. We also reflected on some of the challenges we had throughout the year and looked at how things could be improved for 2018.

KEY IMPROVEMENTS SOUGHT

7.1.1: 2016 Governing Council promoted early to ensure we get numbers.

7.1.3: Source professional learning opportunities that will promote learning outcomes for our children and support our pedagogical shift

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	New families coming to the kindy	2018 Governing Council is promoted early to ensure strong council is developed	H	<p>Advertise Governing Council</p> <p>Liaison Worker to inform families of the importance.</p> <p>Invite families</p> <p>Build relationships</p> <p>□ face book page</p>	Parents contributing and taking on roles.	End of term 1	Governing Council has consistent number of members attending. Parents are now confident in their roles and new Chairperson is running meetings with Director.
7.1.1	Philosophy statement outdated.	Philosophy statement with staff input to reflect new staff within the Centre	L	Staff to work collaboratively on Philosophy statement to reflect Centre	To be reflected in staff pedagogy and practice.	Term 1	
7.1.3	Professional learning which links to our priorities.	Source professional learning opportunities that will promote learning outcomes for our children and support our pedagogical shift	H	<p>Critically reflect on data for areas of improvement</p> <p>Investigate Professional Learning opportunities available through the partnership and Adelaide.</p> <p>All staff need to update RAN and yearly update and CPR and Anaphylaxis</p>	<p>Professional development planned for the year supports children's data, DECD priorities and pedagogy</p> <p>Staff participate in high quality relevant Professional learning</p> <p>Staff feel supported in their professional learning</p>	Term 1 and ongoing	Staff have all updated new RAN training, First Aid update and Reflective Practices as outlined within the Departments requirements for professional Learning in 2018. Aboriginal Families Literacy Professional Learning. Kerry and Maia represented the sites pedagogical practice and Literacy learning at the State Aboriginal Literacy Conference in Term 2 to exhibit and share High



expectations for Aboriginal Learners.
