



Australian Children's
Education & Care
Quality Authority

Appendix 2: Quality Improvement Plan template

OCTOBER 2011

Service details

Service name	Service approval number
Mannum Kindergarten	CS-00057516
Primary contact at service	
Mary Langsford	
Physical location of service	Physical location contact details
Street: cnr Adelaide Rd & Male Rd Suburb: Mannum State/territory: South Australia Postcode: 5238	Telephone: 08 85691487 Mobile: Fax: 08 85692618 Email: Mary.Langsford769@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: DECD (Flinders Street) Telephone: Mobile: Fax: Email:	Name: Mary Langsford Telephone: 08 85691487 Mobile: Fax: 08 85692618 Email: kindy.director@mannumkgn.sa.edu.au
Postal address (if different to physical location of service)	
Street: Suburb: State/territory: 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. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. 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.

For family day care services or multi-site services, please provide the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	K – 09:00 RC- 08:00	K- 09:00 RC-08:00	RC-08:00	K-09:00 RC-08:00	RC-08:00		
Closing time	K- 12:00 RC- 18:00	K-15:00 RC-18:00	RC-18:00	K-15:00 RC-18:00	RC-18:00		

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.

Parking available at kindy

Pupil free days 10th March (Kindergarten only)

School holiday dates- April Holidays 13th April to 24th April, July Holidays 6th July- 24th July, September Holidays 28th September-9th October,

Summer holidays- 14th December- 1st February

Centre Closure- Rural Care (2 weeks over Xmas period) to be determined

Director on Leave July 20st –July 24th (2014), 19th October-23rd November

How are the children grouped at your service?

Kindergarten and Rural Care (Integrated)

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

Nominated Supervisor- Mary Langsford

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

Mannum Kindergarten & Rural Care Service

PHILOSOPHY STATEMENT

At Mannum Kindergarten, we aim to provide a high quality educational & care service for children, families, the community, staff & DECD and work in close partnership to complement & respond to needs.

For the Children

We believe:

-  That each child is an unique individual and develops at their own pace driven by their own learning & interests
-  Children learn most effectively through play & hands on experiences
-  That working with families in partnership enhances children's learning & wellbeing

We aim to provide this:

-  Ensuring children are safe, physically & emotionally
-  By providing an environment that is safe, child orientated where children can explore with wonder & delight
-  Providing a variety of learning experiences appropriate to their developmental needs which supports the holistic development of a child - social, emotional, physical, intellectual.
-  Being respectful of each individual and the family they come from (social, physical, gender, religion, race)
-  Encouraging caring relationships with staff, & other children

For the staff

We aim to create an environment that is positive & mutually supportive for staff b y:

-  Creating a safe working environment in accordance with Occupational Health & Safety requirements
-  Support continued learning as professionals
-  Providing appropriate resources which reflects our diverse world
-  Fostering active involvement in management- a staff representative on the management committee

-  Supporting award conditions
-  Promoting open communication channels

To ensure the provision of quality children's services, our staff will work as a team to:

-  Provide a friendly, caring, safe & secure environment
-  Value the uniqueness of each child, parent/care provider & staff
-  Display effective communication with children & adults
-  Demonstrate skills & knowledge of child development
-  Be a positive role model for children
-  Share a commitment to the Centre goals & philosophy

Our Staff will be required to behave in a professional manner & at all times maintain confidentiality.

For Parents and Families

We aim to support parents/guardians & families in their role as primary care givers & educators by:

-  Warmly welcoming them into our centre, and providing a friendly, safe, caring environment in which parents can confidently leave their children
-  Regularly sharing information with parents/guardians about their children
-  Providing information about Family & Children's services.
-  Informing parents & families through handbook, regular newsletters & policy folder
-  Reflecting the values of the diverse family & cultural backgrounds of individual children
-  We value involvement & participation and encourage open communication.
-  Valuing privacy & confidentiality

For the Governing Council

The Governing Council's commitment to the Philosophy of the Centre shall be displayed through:

-  Representation of families
-  Meeting the legal requirements of an incorporated body
-  Working within the constitutional limits'
-  Responsible & effective management of funds & resources

- ✎ Providing opportunities for consultation

Members of the Management Committee will be required to maintain confidentiality at all times.

For the Wider Community

This Centre will promote quality children's services in the wider community through:

- ✎ A mutual support network with other community agencies & service groups (eg Child & Youth Health, Community Health, Council, Schools)
- ✎ Effective communication channels through various media & other means
- ✎ Opportunities for visits, excursions, & interactions with the wider community



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	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	
	Element 1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
	Element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
	Element 1.1.4	The documentation about each child's program and progress is available to families.
	Element 1.1.5	Every child is supported to participate in the program.
	Element 1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.
Standard 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
	Element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	Element 1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
	Element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.



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

Standard/element	National Law (section) and National Regulations (regulation)	
1.1	section 168	Offence relating to required programs
1.1	section 323	Approved learning framework
1.1	regulation 73	Educational programs
1.1	regulation 75	Information about the educational program to be kept available
1.1	regulation 76	Information about educational program to be given to parents
1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program

Quality Improvement Plan for QA1

Summary of strengths for QA1



Strengths

The strengths identified for our site around Quality Area 1- 'Educational Program and Practice' are:

- Program & planning incorporates using the Early Years Learning Framework including teachable moments & emergent curriculum, families sharing cultural diversity
- Profile Books – provides a learning record and developmental journey for each child throughout the year
- Learning Stories- documentation of an individual child's learning
- Displays- visual evidence of children's engagement in the curriculum for children, families & the community (includes interactive whiteboard displays & photos)
- Newsletters-Sharing the program, provide children's contributions
- 'Share your Learning' Days- children confidently share their learning with families, profile books and current learning in the preschool
- Children's voice- emergent curriculum in program, using cameras recording individual cultural life, sharing own identity at group time
- Individual Learning Plans- ensuring children are confident & involved learners
- Staff use Observations as a tool to inform programming, Individual Learning Plans
- Strong relationships- with families, children is observable evidence
- Staff use the Reflect, Respect Relate Document to analyse, record and inform practice
- Rural Care- Daily Profile records for each child, identity webs
- Budgeting to target resources to support learning
- Quality Improvement Plan- documentation for continuous site improvements
- Provision of quality resources to support a quality play based curriculum
- Daily Routines are evident, displayed in the site
- Staff reflection & review (staff meetings)
- The daily routine enables children to spend uninterrupted periods of time investigating, exploring and challenging themselves through play creatively and imaginatively

Key improvements sought for QA1



2013

Standard/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, and confidence as learners and effectiveness as communicators.	
	Identified issue	<p>Currently continuity of assessment data- from Rural Care to preschool needs improvement. We need to document to the process of assessment in our site. Professional development is needed for staff to use the observation tools for Respect, Reflect, and Relate.</p> <p>Literacy & Numeracy learning in incorporated in the program, general learning discussions</p>
Standard/element [1.1.2]	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.	
	Identified issue	How can we record & document of children's voice to inform program or Individual Learning Programs
Standard/element 1.2.1]	The program, including routines, is organised in ways that maximise opportunities for each child's learning	
	Identified issue	How can we record evidence of flexibility in the program delivery?



Standard/element	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	Have documented assessment from Rural Care to Preschool	M	Document assessment process Staff to attend RRR training	Staff attended training in RRR Staff using RRR in practice Assessment Process in place	Dec 2013	Rural care- individual learning plans developed & using- completed Site assessment process & Cycle of assessment for Rural Care- completed
	Literacy/Numeracy in the program	H	Programme	Program inclusion, children's learning stories	DEC 2013	Completed- program adjusted to identify literacy numeracy planning
1.2.1	Documented evidence of flexibility in the program	L	Explore in staff meetings strategies to implement	Evidence of documentation in program	Term 3 2013	Document in changes/ variations in the program & in daily evaluations- completed

2014

Standard/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, and confidence as learners and effectiveness as communicators.	
	Identified issue	<p>How can we incorporate changes re: 'Same First Day' – accommodating a wider age & developmental range in our programming focussing on literacy & numeracy development? (Preschool)</p> <p>How can Rural Care program literacy & numeracy experiences with a developmental approach?</p> <p>How can we use new technology (IPads) in supporting children's learning?</p>
Standard/element [1.2.1]	Each child's learning & development is assessed as part of an ongoing cycle of planning, documenting & evaluation.	
	Identified issue	How can we prepare a process cycle for the new Preschool reporting format- gathering of data and recording?



Standard/element	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	The program is accommodating for a wider developmental range in Literacy & numeracy	H	Programme, planning Staff training	Program inclusion, children's learning stories, Children's reports show development in literacy/numeracy	Dec 2014	Changed program to specific literacy/numeracy, evidenced in program planning Closure day, powerful learners, literacy & numeracy Numeracy indicators trial (Term 4)
	Rural Care program incorporates literacy/numeracy skills appropriate to developmental stage	H	Programme, planning Staff training	Program inclusion, children's learning stories demonstrate literacy/numeracy engagement	DEC 2014	Display board features literacy/numeracy & in program, profile books –
	Children are confident learners using technology (IPad)	M	Programme, Staff Professional Development	Engaged learners- documented evidence (profile books)	DEC 2014	Programmed in Program, Ipads enhanced learning, literacy, numeracy Staff Training on iPads- May 2014
1.2.1	All Preschool children will have a 'Statement of Learning' completed	L	Process for collection of data each term	Completed 'Statement of Learning' reports at the end of year	DEC 2014	All exiting children received a statement of learning Interim statement in Term 3, , Term by Term report collated



2015

Standard/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, and confidence as learners and effectiveness as communicators.	
	Identified issue	<p>How can introduce Literacy/Numeracy Indicators & use in practice to enhance children's learning?</p> <p>How can the educators use new technology (IPads) as a tool in supporting children's learning?</p>
Standard/element [1.1.5]	Each child is supported to participate in the program.	
	Identified issue	How can we promote Executive Functioning Skills (Partnership Priority) for each child to become a powerful learner



Standard /element	What outcome do we seek	Priority	How will we get to this outcome?	Success Measure	By When?	Progress notes
1.1.1	Use of Literacy & Numeracy Indicators in practice	H	Programme, planning Staff training	Program inclusion, children's learning stories, Children's reports show development in literacy/numeracy	Dec 2015	
	Educators are using technology (IPad) as tools to enhance learning	H	Programme, planning Staff training	Program inclusion, children's learning stories demonstrate literacy/numeracy engagement	DEC 2015	
1.1.5	Children are powerful learners	H	Staff plan strategies to build executive functions skills for children	Program, learning stories to demonstrate children's interests/ learning	DEC 2015	



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 is promoted.	
	Element 2.1.1	Each child's health needs are supported.
	Element 2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.
	Element 2.1.3	Effective hygiene practices are promoted and implemented.
	Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
Standard 2.2	Healthy eating and physical activity are embedded in the program for children.	
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
Standard 2.3	Each child is protected.	
	Element 2.3.1	Children are adequately supervised at all times.
	Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
	Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to 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)	
2.1.2, 2.3.1, 2.3.2	section 165	Offence to inadequately supervise children
2.3.2	section 167	Offence relating to protection of children from harm and hazards
2.1.3, 2.1.4, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.2.1	regulation 78	Food and beverages
2.2.1	regulation 79	Service providing food and beverages
2.2.1	regulation 80	Weekly menu
2.1.2	regulation 81	Sleep and rest
2.3.2	regulation 82	Tobacco, drug and alcohol free environment
2.3.2	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.3.4	regulation 84	Awareness of child protection law
2.1.4, 2.3.3, 2.3.4	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.4, 2.3.3, 2.3.4	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.4, 2.3.3, 2.3.4	regulation 87	Incident, injury, trauma and illness record
2.1.4	regulation 88	Infectious diseases
2.1.4	regulation 89	First aid kits



Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.4, 2.3.2	regulation 90	Medical conditions policy
2.1.1, 2.1.4, 2.3.2	regulation 91	Medical conditions policy to be provided to parents
2.1.1, 2.1.4	regulation 92	Medication record
2.1.1, 2.1.4	regulation 93	Administration of medication
2.1.1, 2.1.4	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.1, 2.1.4	regulation 95	Procedure for administration of medication
2.1.1, 2.1.4	regulation 96	Self-administration of medication
2.3.3	regulation 97	Emergency and evacuation procedures
2.3.3	regulation 98	Telephone or other communication equipment
2.3.2	regulation 99	Children leaving the education and care premises
2.3.1, 2.3.2	regulation 100	Risk assessment must be conducted before excursion
2.3.1, 2.3.2	regulation 101	Conduct of risk assessment for excursion
2.3.1, 2.3.2	regulation 102	Authorisation for excursions



	Related requirements	
2.3.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.1.1, 2.3.2, 2.3.3	regulation 161	Authorisations to be kept in enrolment record
2.1.1, 2.1.4, 2.3.2, 2.3.3	regulation 162	Health information to be kept in enrolment record
2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.3	regulation 168	Education and care service must have policies and procedures
2.1.3, 2.2.1, 2.3	regulation 168(2)(a)	Policies and procedures are required in relation to health and safety, including matters relating to: (3) nutrition, food and beverages, dietary requirements; and (ii) sun protection; and (iii) water safety, including safety during any water based activities; and (iv) the administration of first aid
2.1.4, 2.3.3	regulation 168(2)(b)	Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with regulation 85
2.1.4	regulation 168(2)(c)	Policies and procedures are required in relation to dealing with infectious diseases, including procedures complying with regulation 88
2.1.1, 2.3.3	regulation 168(2)(d)	Policies and procedures are required in relation to dealing with medical conditions in children, including the matters set out in regulation 90
2.3.3	regulation 168(2)(e)	Policies and procedures are required in relation to emergency and evacuation, including the matters set out in regulation 97
2.3.2	regulation 168(2)(g)	Policies and procedures are required in relation to excursions, including procedures complying with regulations 100 -102
2.3	regulation 168(2)(h)	Policies and procedures are required in relation to providing a child-safe environment

2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 177	Prescribed enrolment and other documents to be kept by approved provider: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)© a medication record as set out in regulation 92
2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)© a medication record as set out in regulation 92

Quality Improvement Plan for Q2

Summary of strengths for QA2

Strengths	<p>The strengths identified for our site around ‘Children’s health and safety’ are:</p> <ul style="list-style-type: none"> • Healthy food is integral part of our programme, maximizing teachable moments especially during lunch time, providing displays and implementing teaching strategies reflecting our current policies. Healthy food is reinforced in our newsletters with articles, within enrolment packages which includes the centre information book for families • Hygiene is promoted in our teaching and included in the programme. On a daily basis, appropriate practices modelled and encouraged. Procedures for toileting & nappy change are displayed and provided to staff in induction & information folders. Staff demonstrate hygiene practices and safe food handling practices. • The Parent library provides information for families on healthy foods. • Staff at centre have been trained in Eat Right Start Right program and • Staff implement Child Protection programme on an annual basis and is embedded in every day practice • Preschool liaises with the Agency ‘Child & Family Health for health checks for every child • Daily Routines support children’s wellbeing with stability, learning opportunities, rest & relaxation • Rural Care record each child’s individual routines in a ‘Daily Profile’ for monitoring and sharing information with families including food intake. • Newsletters provide information to families with information about wellbeing, current information including health infection control alerts • Children’s health is paramount- individual health plans are current; staff are well informed and alerted to each individual’s health needs. First Aid implementation is recorded and families notified • Staff are consistently modelling exemplary health and hygiene practices • The environment both indoors and outdoors is programmed for children safely engaging in learning physically. Evidence is recorded through photos, observations and learning stories. • The kindergarten/rural care learning environment is always effectively supervised. Staff maintain the centre’s roster arrangement; use handover procedures to maintain a continuation of care and learning. • Safety and protection of children & staff are a priority with daily checks, regular playground checks, signs where potentially dangerous products are stored, always addressing hazards at staff & Governing Council meetings, and implementing regular emergency practices.
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Emergency contacts are regularly updated for children and staff, and are accessible for all staff and relief staff. Processes are in place for staff working in isolation for their safety and wellbeing.

- For the safety of all children, the centre is cleaned daily with resources and equipment cleaned each term.
- All staff regularly update their First Aid Training
- All staff are aware of their responsibilities and roles and aware of the current child protection policy and procedures

2013 Key improvements sought for QA2

Standard/element 2.1.1	Each child's health needs are supported.
Identified issue	How can we align our current policies to link with new NQS standards?
Standard/element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines
Identified issue	How can we promote children's wellbeing in the curriculum- including healthy eating & physical activity
Standard/element 2..2	Healthy eating & physical activity are embedded in the program for children



Identified issue	Promoting of healthy lifestyles
Standard/element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented
Identified issue	How can we update our emergency kit so as to be prepared for any emergency? How can we ensure Staff to complete health plans and ensure all staff receive information about their health issues?
Standard/element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect
Identified issue	How as a site can it be organised that each staff member complete the require training Abuse & Child Neglect to fulfil their job requirements?



2013 Improvement Plan

Standard/ element	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	Current policies linked & aligned with NQS	M	Research NQS & DECD policies	Mets NQS requirements Governing Council approval of policy	Term 4 2012	Updated policies- Behaviour code, Good Policy Still continuing in 2014
2.2.1	Healthy Eating & physical activity are embedded in the program for children Promoting of healthy lifestyles	M	Centre focus Grants OPAL Work with OPAL	Parent involvement Newsletter information Family comments program	DEC 2013	Child protection program – Term 1 Active under 5's program – Term 2 KinderChef- healthy eating Eat a Rainbow program Healthy Breakfast Special event days held for all Family Healthy food cookbook will continue into 2014
2.3.3	Update emergency kit to ensure prepared for emergency	H	Discuss & plan at Staff meeting	Updated emergency kit	Term 2	Completed, Emergency updated R/C & kindy Next year ? mobile phone for emergencies Staff completed health plans if needed(action plan in place)
2.3.4	Abuse & Neglect training		Monitor yearly	Keep staff records update	Term 4	Completed Recorded in individual staff folders & on DECD Portal

2014 Key improvements sought for QA2

Standard/element 2.1.1	Each child's health needs are supported.
Identified issue	How can we align our current policies to link with new NQS standards?
Standard/element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines
Identified issue	How can we ensure that the emergency kit is prepared at all times? How can we ensure we have in place mechanisms for maintaining immunization records & procedures if children are not immunized?
Standard/element 2.3.3	Plans to effectively manage incidents & emergencies are developed in consultation with relevant authorities, practiced & implemented.
Identified Issue	How can we revise our Roll Book/Emergency system to be for effective to manage in emergency situations?
Standard/element 2.3.4	Educators, co-ordinators & staff members are aware of their roles & responsibilities to respond to every child at risk of abuse or neglect
Identified Issue	How can we implement new DECD requirements in reporting Child Neglect & Abuse?

2014 Improvement Plan

Standard/ element	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	Current policies linked & aligned with NQS	H	Research NQS & DECD policies	Mets NQS requirements Governing Council approval of policy	Term 2 2014	Updated & completed 14 policies Nov 2014
2.1.4	Up to date emergency kit Up to date immunization records	M	Staff meeting List of necessary requirements/ monitoring -practice of alert for diseases	Up to date emergency kit Immunization recorded & monitored	Term 2 2014	Reviewed & updated emergency folders/rollbook Immunizations recorded on enrolment form
2.3.3	Update emergency kit to ensure prepared for emergency	H	Discuss & plan at Staff meeting	Updated emergency kit	Term 2	Review 2015
2.3.4	Implementation of update procedures/requirements for reporting Child Abuse		Revise & understand new requirements Staff Meeting	New procedure documented & understood by all staff	Term 4	Discussed at Staff meetings Updated policy

2015 Key improvements sought for QA2

Standard/element 2.1.1	Each child's health needs are supported.
Identified issue	How can we continue to update & review policies?
Standard/element 2.3.3	Plans to effectively manage incidents & emergencies are developed in consultation with relevant authorities, practised & implemented.
Identified issue	How can we ensure that the emergency kit is prepared at all times?

2015 Quality Improvement Plan for QA 2

Standard/ element	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	Policies are updated & scheduled for review	H	Staff discussion Process map	Process map Schedule of reviews	Term 2 2015	
2.3.3	Update emergency kit to ensure prepared for emergency	H	Discuss & plan at Staff meeting	Updated emergency kit	Term 2	

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 and location of the premises is appropriate for the operation of a service.	
	Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
	Element 3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	
	Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
	Element 3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.
Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	
	Element 3.3.1	Sustainable practices are embedded in service operations.
	Element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

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

Standard/element	National Law (section) and National Regulations (regulation)	
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
3.2.2	regulation 105	Furniture, materials and equipment
3.1.1	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	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	regulation 112	Nappy change facilities
3.2.1	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.3	regulation 115	Premises designed to facilitate supervision
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

	Related requirements
	Part 3 of the National Law: Service Approval
regulation 25	Additional information about proposed education and care service premises
Regulations 41-45	Service waiver and temporary waiver

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths	<p>The strengths identified for our site around the ‘Physical Environment’ are:</p> <ul style="list-style-type: none"> • Our environment fosters children’s learning both in indoor & outdoor learning environments • The learning environment is regularly monitored to keep safe through playground checks, hazard identification, daily checks with any recommendations included in Action plan (OHSW) and then actioned to be rectified. • Our outdoor learning environment incorporates natural spaces, a garden growing vegetables, plants and trees for providing natural shade in play areas. • Equipment and resources are provided to enhance children’s learning and provide opportunities to explore and investigate. • The program creates a flexible learning environment incorporating utilizing resources creatively in child orientated spaces both indoor & outdoor • Each child’s participation and interactions are recorded in the program, children’s profile books, photos, and displays • The Reflect Respect Relate document has been used to monitor children’s involvement in the program • Sustainable practices are operational within our service such as compost and recycling food scraps and children engage within the natural environment- caring for our garden and searching for bugs and creatures. • The daily routine and the programmed learning environment enables children to spend uninterrupted periods of time investigating, exploring and challenging themselves through play • The kindergarten environment is maintained by daily cleaning, with equipment and resources cleaned on a regular basis. Staff monitor the environment and take action when necessary. • Relaxation and quiet times and appropriate spaces help children to balance their day as part of the daily routines. • The learning environment encourages children to be creative, create their own games and role playing scenarios. • The learning environment is arranged so that children make their own decisions to access both indoor or outdoor curriculum freely or as their interests take them.
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2013 Key improvements sought for QA3

Standard/element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose
Identified issue	How can we negotiate with DECD to provide more storage space within our kindergarten in our long term plan?
Standard/element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose
Identified issue	How can we negotiate with DECD to provide alternative office space for future planning for a growing community?
Standard/element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Identified issue	Ensuring that regular playground checks are completed /
Standard/element 3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
Identified issue	How can we redevelop the outdoor play space to incorporate a bike track? How can we source funding to be able to provide shade over the swings?

2013 Improvement Plan

Standard/element	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	Increased storage space	L	Include in NQS plan	Accessing of funds to support improvements for increased space	Long term goal	Noted on QIP Note again in 2014 Alerted in DECD audit of site
3.1.1	Office space- create new	L	Include in NQS plan	DECD approval for funding/building works	Long term goal	Noted on QIP Note again in 2014 Alerted in DECD audit of site
3.1.2	Regular playground checks Embed into termly program	M	Staff meeting item	Completed playground checks each term	DEC 2013	Completed Term 1 2014 System of morning checks established
3.1.3	Bike track	L M	Apply grants Seek funding from Community groups Fundraise targets	Completed bike track	Term 1 2014	Negotiated with School Principal & Governing Council- consent to change Kindy boundary for bike track

2014 Key improvements sought for QA3

Standard/element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose
Identified issue	How can we negotiate with DECD to provide more storage space within our kindergarten in our long term plan?

Standard/element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose
Identified issue	How can we negotiate with DECD to provide alternative office space for future planning for a growing community?
Standard/element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose
Identified issue	How can we source DECD support & funding to redesign our drainage system in the outdoor environment to ensure safety from flooding?
Standard/element 3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
Identified issue	How can we redevelop the outdoor play space to incorporate a bike track including moving fence back into school area?
Standard/element 3.1.2	Premises, furniture & equipment are safe, clean & well maintained.
Identified issue	What can we do to keep the slide in the outdoor area well maintained for safe play?

2014 Improvement Plan

Standard/element	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	Increased storage space	L	Include in NQS plan	Accessing of funds to support improvements for increased space	Long term goal	Site funded storage- outdoor cupboards
3.1.1	Office space- create new	L	Include in NQS plan	DECD approval for funding/building works	Long term goal	On long term plan
3.1.1	Improved drainage system	H	Staff meeting item Meeting with Site Facilities Include on site audit of facilities Project request	Works approved	DEC 2014	Registered on site audit Met & discussed actions with Site Facilities Manager Project proposal has been lodged
3.1.3	Bike track	L M	Apply grants Seek funding from Community groups Fundraise targets	Fence relocated back into school Completed bike track	Term 1 2014	An agreement with school to move fence line, but project on hold for the drainage Grant from Mannum Lions Club
3.1.1	Resurfaced slide		Staff meeting- strategy	Resurfaced slide	Term 4 2014	Options discussed at staff meeting Completed, repairs, patched only recommended by fibreglass professional

Quality Area 3 -Physical Environment 2015 Key improvements sought for QA3

Standard/element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose
Identified issue	How can we negotiate with DECD to provide more storage space within our kindergarten in our long term plan?
Standard/element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose
Identified issue	How can we negotiate with DECD to provide alternative office space for future planning for a growing community?
Standard/element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose
Identified issue	How can we Plan for the DECD Drainage project?
Standard/element 3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
Identified issue	How can we redevelop the outdoor play space to incorporate a bike track including moving fence back into school area?

Quality Improvement Plan for QA3

Standard/ element	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	Increased storage space	L	Include in NQS plan Investigate other options – increased shed space	Accessing of funds to support improvements for increased space	Long term goal & short goal	
3.1.1	Office space- create new	L	Include in NQS plan	DECD approval for funding/building works	Long term goal	
3.1.1	Completed Drainage project	H	Staff / GC meeting item Meeting with Site Facilities Risk assessment	Works approved Works plan/ contractor employed by DECD Completed risk assessment	DEC 2015	
3.1.3	Bike track	L M	Fundraise targets Engage landscaper to design area	Fence relocated back into school Completed bike track	On completion of drainage project	

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 and ensure their safety and wellbeing.	
	Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.	
	Element 4.2.1	Professional standards guide practice, interactions and relationships.
	Element 4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
	Element 4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

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

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulation 169	Offence relating to staffing arrangements
4.1	regulation 118	Educational leader
4.1	regulations 119–120	Age and supervision requirements
4.1	regulations 121–124	Minimum number of educators required

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulations 125–128	Educational qualifications for educators
4.1	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1	regulations 137–143	Approval and determination of qualifications
4.1	regulation 144	Family day care educator assistant
4.1	regulations 145–15	Staff and educator records—centre-based services
4.1	regulation 153	Register of family day care educators
4.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
	Related requirements	
4.1	section 161	Offence to operate education and care service without nominated supervisor
4.1	section 162	Offence to operate education and care service unless responsible person is present
4.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1	regulations 46–54	Supervisor certificates
4.2	regulation 55	Quality improvement plans
4.1	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.

Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths

The strengths identified for our site around 'Staffing arrangements' are:

- The centre has a philosophy that promotes the beliefs, values and professionalism of the educators at our site.
- Staff at centre adhere to staffing/child ratios so as to maintain a positive learning environment and build learning and caring relationships with children and their families
- Staff rosters ensure that children are supervised at all times
- Non contact time ensures that staff can complete programming, reporting, and administrative tasks associated with the education and care of children
- Staff all have current first aid and criminal police checks to meet their professional commitments
- Our centre has a positive and calm atmosphere that is reflective of our philosophy and promotes the development of positive relationships with children and their families.
- Our centre reviews policies, processes and procedures on a regular basis. Our policies are available to families in our Centre Policy Folder.
- A staff induction folder provides staff with access to current centre information, DECD policies, codes of practices, job requirements and information for staff wellbeing
- At our centre use the Staff meeting process to collaborate, resolve, share, investigate, and take actions to provide a quality learning environment for children, families, staff and the community
- The staff team uses the inquiry based processes for improving our practices, skills and knowledge in our centre improvement plans.
- Staff use performance plans to further develop skills in relation to centre improvement directions and their own personal interests and needs.

2013 Key improvements sought for QA4

Standard/element 4.2.2	Educators, co-ordinators & staff members work collaboratively & affirm, challenge, support & learn from each other to further develop their skills & improve practice & relationships
Identified issue	Participating in performance development and further developing skills
Standard/element 4.2.1	Professional standards guide practice, interactions and relationships
Identified issue	How can we incorporate our action plan into the new Quality Improvement Plan?

2013 Improvement plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.2	Performance development for all staff	M	Agenda for staff meeting Performance development process	All staff completed performance development	DEC 2013	Performance development process completed for all staff 2013
4.2.1	Quality Improvement Plan	H	Action plan as a result of staff meeting on NQS	Prepared Action Plan Quality Improvement Plan	April 30, 2012	Action plan completed April 2013 Staff meeting documentation

2014 Key improvements sought for QA4

Standard/element 4.2.2	Educators, co-ordinators & staff members work collaboratively & affirm, challenge, support & learn from each other to further develop their skills & improve practice & relationships
Identified issue	What professional training do we need to source to support our Quality Improvement Plan in 2014?
Standard/element 4.2.1	Professional standards guide practice, interactions and relationships
Identified issue	How can we set up processes for reviewing our QIP in 2013 & preparing our continuous improvement in 2014 QIP?

2014 Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.2	Training & development 2014	M	Agenda for staff meeting Performance development process QIP priorities	Performance plans- identified needs Site priorities – QIP Site Closure day trainings	DEC 2014	Closure days- May 15 th & June 10 th – training re site priorities Training – using iPads in curriculum- June 5 th Online Child Protection Curriculum Floor Books Numeracy Indicator Trial
4.2.1	Quality Improvement Plan	H	Staff meetings Governing Council Meetings	Prepared Action Plan Quality Improvement Plan 2014 Documented review on 2013	April 30, 2014	Reviewed 2013 QIP at an evening staff meeting Next steps – 2014 QIP developed 2014 QIP – Governing Council approved NQS Meetings each term at night- self audit- Action Plan

Quality Area 4 Staffing Arrangements

2015 Key improvements sought for QA4

Standard/element 4.2.2	Educators, co-ordinators & staff members work collaboratively & affirm, challenge, support & learn from each other to further develop their skills & improve practice & relationships
Identified issue	What professional training do we need to source to support our Quality Improvement Plan in 2015?
Standard/element 4.2.1	Professional standards guide practice, interactions and relationships
Identified issue	How can we set up processes for reviewing our QIP in 2014 & preparing our continuous improvement in 2015 QIP? How can we continue working on audit action plan & incorporate into 2015 QIP? How can we incorporate our collaborative approach to developing powerful learners (Murraylands Partnership)?

2015 Improvement plan for QA4

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.2	Training & development 2014	M	Agenda for staff meeting Performance development process QIP priorities	Performance plans- identified needs Site priorities – QIP Site Closure day trainings	DEC 2015	
4.2.1	Quality Improvement Plan	H	Staff meetings Governing Council Meetings	Prepared Action Plan Quality Improvement Plan 2015 Documented review on 2014	April 30, 2015	
4.2.1	NQS audit action Plan completed	M	Staff meetings	All identified areas completed	DEC 2015	
4.2.1	In QIP, strategies in program, staff meetings		Program, staff meetings, Professional Development	Children are engaged learners- observation/ learning evidence	DEC 2015	



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 developed and maintained with each child.	
	Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
	Element 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	Element 5.1.3	Each child is supported to feel secure, confident and included.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
	Element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
	Element 5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
	Element 5.2.3	The dignity and the rights of every child are maintained at all times.



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

Standard/element	National Law (section) and National Regulations (regulation)	
5.2	section 166	Offence to use inappropriate discipline
5.1, 5.2	regulation 155	Interactions with children
5.2	regulation 156	Relationships in groups
	Related requirements	
5.1, 5.2	regulation 73	Educational program
5.1, 5.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1, 5.2	regulation 162(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 QA5

Summary of strengths for QA5

Strengths	<p>The strengths identified for our site around 'Relationships with children' are:</p> <ul style="list-style-type: none"> • Staff have developed positive relationships with children and their families. Children demonstrate a sense of belonging in our centre. • Emergent learning opportunities and interests of children provide shared learning experiences for the children and staff. These are incorporated in our program and evidenced in children's profile books, individual learning stories, in centre displays and daily interactions. • Children are encouraged to express their thoughts and ideas in conversations with staff members and build relationships of learning and enjoyment.
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- Staff value each individual child and the family that they belong to and develop respectful sharing relationships
- Our centre philosophy represents the staff's beliefs, values and ethics
- The centre routines provide children with regular support, time to learn, experience, practice, play and relax. Routines support learning and time to develop individually or as a member of a group
- The centre ensures that positive interactions are paramount for all children and staff are guided by centre policies and our philosophy. Individual Learning Plans, Aboriginal Learning Plans and Educational Plans are developed to support and ensure strategies are in place for every child to achieve positive outcomes. The centre accesses support through agencies to ensure the best outcomes for children
- Sharing relationships are established with both kindergarten and rural care families through providing various methods of communication such as verbal regular updates, daily greetings, daily profiles, settling in reports, share your learning days, regular newsletters and summative reports
- Community is supported within our centre including playgroup, 'Little bugs', and toy library.

2013 Key improvements sought for QA5

Standard/element 5.2.3	The dignity and the rights of every child are maintained at all times
Identified issue	How can we ensure that our Behaviour Code is reflective of current research and meets requirements of National Quality Standards?

2013 Improvement plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.3	Positive Behaviour Code	M	Staff meeting agenda to review Revised policy created Governing Council approved	Updated Positive Behaviour Code	Term 4 2013	Completed

2014 Key improvements sought for QA5

Standard/element 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life & learning.
Identified issue	How can we as educators improve our practice & build trusting relationships to ensure that every child is engaged & learning?

Standard/element 5.2.1	Each child is supported to work with, learn from & help others through collaborative learning opportunities.
Identified issue	How can we develop children's social skills for lifelong learning?

2014 Improvement plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.2	Strong relationships between Educators & every child	H	Use RRR (Respect Reflect Relate) to collect data re relationships Term 2 & Term 3 Review data Term 2- implement strategies – staff team	RRR results Term 3	Term 4 2014	Discussed & changed collection of data- videoed as per instructions in Term 4, when analysing data – found insufficient data. Staff reviewed & redo in 2015 – change process to video educator rather than child
5.2.1	Each child enjoys social interactions	H	.Develop a sense of belonging- program Program, individual learning plans Staff meeting strategies	Term 4 Statement of Learning (child reports) R/C profile bks evidence	Term 4 2014	Social experiences, reported in statement of learning, learning stories, experiences evidenced in program

Quality Area 5 Relationships with Children

2015 Key improvements sought for QA5

Standard/element 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life & learning.
Identified issue	How can we as educators improve our practice & build trusting relationships to ensure that every child is engaged & learning?

2015 Improvement plan for QA5

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.2	Strong relationships between Educators & every child	H	Term 3 collect video evidence of educators relationships RRR	RRR results Term 3 & develop strategies for future planning Scale score RRR	Term 3 2015	



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 supportive relationships are developed and maintained.	
	Element 6.1.1	There is an effective enrolment and orientation process for families.
	Element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
	Element 6.1.3	Current information about the service is available to families
Standard 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.	
	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
	Element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
Standard 6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.	
	Element 6.3.1	Links with relevant community and support agencies are established and maintained.
	Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	Element 6.3.3	Access to inclusion and support assistance is facilitated.
	Element 6.3.4	The service builds relationships and engages with their local community.



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

Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 157	Access for parents
	Related requirements	
6.1, 6.2	section 172	Offence to fail to display prescribed information
6.1, 6.2, 6.3	section 175	Offence relating to requirement to keep enrolment and other documents
6.1, 6.2, 6.3	regulation 73	Educational programs
6.1, 6.2, 6.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1, 6.2, 6.3	regulation 75	Information about the educational program to be kept available
6.1, 6.2, 6.3	regulation 76	Information about educational program to be given to parents
6.1, 6.2, 6.3	regulation 80	Weekly menu
6., 6.2, 6.3	regulation 86	Notification to parents of incident, injury, trauma and illness
6.3	regulation 99	Children leaving the education and care service premises
6.3	regulation 102	Authorisation for excursions
6.1, 6.2,6.3	regulation 111	Administrative space (centre-based services)
6.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation



6.1, 6.2, 6.3	regulation 171	Policies and procedures to be kept available
Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 172	Notification of change to policies or procedures
6.1, 6.2, 6.3	regulation 173	Prescribed information is to be displayed
6.1	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1, 6.2, 6.3	regulation 181	Confidentiality of records kept by approved provider
6.1, 6.2, 6.3	regulation 182	Confidentiality of records kept by family day care educator
6.1, 6.2, 6.3	regulation 183	Storage of records and other documents

Quality Improvement Plan for QA6

Summary of strengths for QA6

Strengths	<p>The strengths identified for our site around ‘Collaborative partnerships with families and communities’ include:</p> <ul style="list-style-type: none"> • Communicating to families include providing informative information about our site through Enrolment Packs both for Kindergarten and Rural Care. Staff always take time to talk and share information on a daily basis with families. Daily Profiles are used by staff to record and share information with families of children in care. • ‘Share your Learning’ days provide children, families and staff to share, provide feedback & engage in reflecting on the learning the is occurring at our site • The Governing Council provides families an opportunity to contribute to our service and provide perspectives • Accessing Playgroup, ‘Little Bugs, Rural Care, and Preentry provide children with different avenues of becoming familiar for transitioning and building relationships with the centre and centre staff • Families are encouraged to be involved in our centre through a variety of ways such as being a Governing Council member, attending special events, sharing their own culture and interests, just spending time in the centre, volunteering, visiting their children on ‘Share your Learning Days’ and supporting any learning experiences
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- Newsletters provide regular updates of information about learning and experiences at our site
- 'Settling in' learning stories and photos provide families with communication about their children development of trust and security in our site
- The centre has reviewed it's process, policies and procedures on a regular basis as part of self-assessment, previously through Accreditation, Diaf Validation and now through the National Quality Standards
- Centre surveys, 'Share your Learning Days, daily sharing' and reviewing of policies and procedures have provided families with opportunities to contribute to their children's learning
- A Grievance procedure provides guidelines to responding to families concerns, questions or requests
- In the event of any incidents that occur to children, staff document and inform families promptly
- The centre program is exploring children's voice and each child sharing of their own interests and culture
- Information about other organisations that support children is included in information packs, displayed and from the staff team. Our centre works closely and collaboratively with other organisations by coordinating a community based site which allows services such as Community Health, Child and Youth Health, Austism SA, Inclusive Directions, OPAL to utilize our site and connect with families through their programs. Our centre works in partnership with families and Specialized Professionals such as Bilingual experts, Aboriginal Coordinators, Speech Pathologists, Occupational Therapists, Physiotherapists, and Psychologists to develop and deliver inclusive programs for children with additional needs. The Negoitated Education Plan, Individual Learning Plans and Aboriginal Learning Plans are used for documentation.
- The parent library provides families with a wide range of information regarding raising children.
- All information regarding children and their families is confidential and documentation is stored in accordance with DECD guidelines.
- Resources such as books, posters, puzzles, equipment reflect the diverse world we live in.
- Our service builds relationships with local community, inviting local members to share information (eg doctor, fire station, ambulance), to join in events such as book week parade at the school, to seek support from local businesses to raise funds to improve our centre, to seek support from local clubs such as the Lions, and Apex.

2013 Key improvements sought for QA6

Standard/element 6.1.1

There is effective enrolment and orientation process for families



Identified issue	How can we have families share information about their child's interests, abilities, strengths and needs as part of enrolment processes?
Standard/element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities
Identified issue	How can we further explore school transition so that all children are supported for continuity of learning?
Standard/element 6.3.3	Access to inclusion and support assistance is facilitated.
Identified issue	How can we have a consistent referral process to facilitate the inclusion of children with additional needs?
Standard/element 6.3.4	The service builds relationships and engages with the local community.
Identified issue	How can we ensure that our environment has resources and learning experiences that reflect the cultures of our families and our local community? How can we record positive relationship building experiences such as special days and positive comments from families?

2013 Improvement plan

Standard/element	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	Information about each child's strengths, needs, interests, abilities	M	<ul style="list-style-type: none"> • discuss with staff team at staff meeting • .develop a process 	Information received from families on enrolment	Term 4	Completed 2014 FEB- forms went out to families
6.3.2	Documented transition process	M	<ul style="list-style-type: none"> • Staff meeting agenda • Organise school/kindy regular meetings • Document processes • Transition from R/C to kindy 	Regular school/ kindy meetings Process Documented	Term 4	. Staff meeting discussed Organised regular meetings with School Early years team
6.3.3	Documented Referral process	M	<ul style="list-style-type: none"> • staff meeting agenda • Process documented 	.Process documented & included in staff induction folder	Term 4	Continue 2014
6.1.2	Family involvement at our site	M	<ul style="list-style-type: none"> • Provided opportunities for families at our site • Staff meeting/ Governing Council meeting 	Documentation Sign in/ photos Survey results	Term 4	Photo book. Sign in & comment sheets at events Share your learning day

2014 Key improvements sought for QA6

Standard/element 6.1.1	Links with relevant community & support agencies are established & maintained.
Identified issue	How can we work with OPAL & our families to create a 'Healthy Cookbook' for our community?
Standard/element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities
Identified issue	How can build relationships with school so that all children are supported for continuity of learning in this new era ('Same First Day)?
Standard/element 6.2.1	The expertise of families is recognised & they share in decision making about their child's learning & wellbeing.
Identified issue	How can we provide families with the opportunity to support our curriculum & programming?
Standard/element 6.3.4	The service builds relationships and engages with the local community.
Identified issue	How can we continue to build relationships with families and provide opportunities to be involved?

2014 Improvement plan

Standard/element	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	Family Healthy Cookbook	M	<ul style="list-style-type: none"> • Invite families to provide their favourite recipe • OPAL involvement • Completed file sent to publisher 	Completed cookbook	Term 4	Have recipes from 2013 families, collected recipes for 2014 families, book printed & sold on family night 2014
6.3.2	Relationships with School re: transition	M	<ul style="list-style-type: none"> • Staff meeting agenda • Organise school/kindy regular meetings • Organise events shared or shared experiences • Transition plan for children at end of year 	Regular school/ kindy meetings Process Documented New transition process	Term 4	. Staff meeting discussed Organised regular meetings with School Early years team -shared experiences- school visited kindy in term 1, 2, 3. An intensive transition planned for Term 4, & discussions together re: classes
6.3.3	Documented Referral process	M	<ul style="list-style-type: none"> • staff meeting agenda • Process documented 	.Process documented & included in staff induction folder	Term 4	Continue 2015
6.3.4	Family involvement & contributions to curriculum	M	<ul style="list-style-type: none"> • Discuss at Governing Council • Discuss at Staff meeting • Newsletter 	Document evidence- parent contributions/suggestions	Term 4	Feedback sheets, re events Program has parent comment on
6.1.2	Family involvement at our site	M	<ul style="list-style-type: none"> • Provided opportunities for families at our site • Staff meeting/ Governing Council meeting 	Documentation Sign in/ photos Survey results	Term 4	Share your learning term 1, 2, 3 Grandparents day term 2 is planned Active Walk day Family Night Art Gallery Joining the Dots Playgroup

Quality Area 6- Collaborative Partnerships with Families & Communities- Key Improvements for 2015

Standard/element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities
Identified issue	How can continue to build relationships with school so that all children are supported for continuity of learning & further improve transition process?
Standard/element 6.1.2	Current information about the service is available to families
Identified issue	How can we improve communication with families? How can we share the process for referrals?
Standard/element 6.3.4	The service builds relationships and engages with the local community.
Identified issue	How can we work on Partnership directions (building powerful learners) as a learning community? How can we continue to involve families in our centre for 2015?

2015 Improvement Plan for QA6

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.3.2	Strong Relationships with School re: transition	M	<ul style="list-style-type: none"> • Staff meeting agenda • Organise school/kindy regular meetings & sharing of practice & pedagogy • Organise events each term shared or shared experiences • Transition plan for children at end of year 	Regular school/ kindy meetings Process Documented New transition process	Term 4	.
6.3.3	Documented Referral process	M	<ul style="list-style-type: none"> • staff meeting agenda • Process documented 	.Process documented & included in staff induction folder	Term 4	
6.3.4	Learning Community – Our Partnership	M	<ul style="list-style-type: none"> • Discuss at Governing Council • Discuss at Staff meeting • Newsletter articles • Training • Partnership meetings 	Family comments Newsletters Sharing practice	Term 4	
6.3.4	Family involvement at our site	M	<ul style="list-style-type: none"> • Provided opportunities for families at our site • Staff meeting/ Governing Council meeting 	Documentation Sign in/ photos Survey results	Term 4	

Quality Area 7: Leadership and service management

This quality area of the *National Quality Standard* focuses on effective leadership and management of the service that contributes to quality environments for children’s learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

Quality Area 7: Standards and elements

Standard 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	
	Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
	Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
	Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
Standard 7.2	There is a commitment to continuous improvement.	
	Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service’s operations.
	Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
	Element 7.2.3	An effective self-assessment and quality improvement process is in place.
Standard 7.3	Administrative systems enable the effective management of a quality service.	
	Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.



	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
	Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

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

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.5	section 12	Applicant must be fit and proper person (provider approvals)
7.1.5	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.5	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.3.1	regulations 158-162	Attendance and enrolment records
7.1.5	regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
7.1.5	regulation 164	Requirement for notice of new persons at residence
7.3.1	regulation 167	Record of service's compliance
7.1.1, 7.3.1, 7.3.4, 7.3.5	regulations 168-172	Policies and procedures
7.3.1	regulations 173-176	Information and record-keeping requirements
7.3.1	Regulations 177-180	Prescribed records
7.1.1	regulations 181--184	Confidentiality and storage of records

	Related requirements	
7.1.5	regulation 14	Application for provider approval by individual
7.1.5	regulation 15	Application for provider approval by person other than an individual
7.1.5	regulation 16	Matters relating to criminal history
7.2.3	regulation 31	Condition on service approval - Quality improvement plan
7.1.5	regulation 46	Application for supervisor certificate
7.2.1, 7.2.3	regulations 55-56	Quality improvement plans

Quality Improvement Plan for QA7

Summary of Strengths

Strengths	<p>The strengths identified for our site around ‘Leadership and service management’ are:</p> <ul style="list-style-type: none"> • The Governing Council meets on a regular basis to contribute to the management of site to enhance all children’s learning. • Our improvement plans have included inquiry based approach to whole site learning eg 2011 ‘How can we cater for the changing face of our community- multiculturalism? This guides educators and carers with clear goals and expectations for teaching and learning at our site. • Quality education and care is provided by educators at our site. This is evidenced by children’s involvement levels (as reflected in the Respect Reflect Relate research), children’s profile books, displayed work, and learning stories. • Shared leadership roles are undertaken by staff as to maintain a well managed site and develop capacity and skills of staff members • Records are confidentially managed and stored according to legislative regulations • Staff induction processes occur so new staff and relief staff members have clear guidelines and understanding of their roles within our site including our centre philosophy and work responsibilities • Performance management is undertaken by all staff to continually learn and develop their skills and understanding as educators of children • Staff rosters and staffing arrangements are organised • As a staff team, a self assessment against the National Quality Framework Quality Areas was undertaken and a action plan then incorporated into our improvement plan. • Data is collected from families, children’s learning, using tools such as Respect, Reflect, Relate, from surveys to inform our planning process. • Our service practice is based on polices that are regularly reviewed, with procedures in place for health & safety, authorisations, dealing with medical situations and the health, care and safety of all children
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2013 Key improvements sought for QA7

Standard/element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive
Identified issue	How can we organise staff meetings so that discussions of policies are regular occurrence? How can we compile a comprehensive file for each staff member?
Standard/element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
Identified issue	How can we manage and document grievances effectively?

2013 Improvement plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.2	Staff are conversant about Centre policies	M	Regular policy overviews at Staff meeting	Staff will confidently act in accordance with centre policies and articulate	Term 3	Staff discuss at meetings- updated policies continuing
	Detailed Staff files	M	Collate appropriate information	Completed Staff files	Term3	-staff files updated Jan 2014
	Staff photo board	M	Display staff photos, roles & qualifications	Completed photo display	Term 2	Photo board completed Jan 2014 Induction process updated
7.3.4	Documented format for grievances	L	<ul style="list-style-type: none"> • Staff meeting agenda • Governing Council 	Documentation Recording system in place	Term 4	Continued 2014

2014 Key improvements sought for QA7

Standard/element 7.2.3	An effective self-assessment and quality improvement process is in place.
Identified issue	What can we learn from parent survey results 2013 and incorporated an area of improvement in our 2014 QIP?
Standard/element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
Identified issue	How can we manage and document grievances effectively?

2014 Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2.3	Using data to make improvements- Parents to contribute to curriculum Families to be informed about service & management	M	Strategies developed re staff & governing council meetings Implement strategies Newsletter information	<i>Parents involved in the curriculum</i> <i>Parent survey results</i>	<i>Term 4</i> <i>Term 4</i>	Data feedback collected in various ways Parent survey collected Term 4 results reviewed early 2015
7.3.4	Documented format for grievances	L	<ul style="list-style-type: none"> • Staff meeting agenda • Governing Council 	Documentation Recording system in place	Term 4	Continued 2014

2015 Key improvements sought for QA7

Standard/element 7.2.3	An effective self-assessment and quality improvement process is in place.
Identified issue	What can we learn from parent survey results 2014 and incorporated an area of improvement in our 2015 QIP? How can we continue to implement issues identified in our NQS audit from 2014? How can we create a process map for 2015 ensuring all processes are in place? How can we ensure that the centre is compliant with Business Manager (DECD)
Standard/element 7.1.4	Every effort is made to promote the continuity of educators & coordinators at the service.
Identified issue	How can we support the ongoing learning of our educators to ensure long term alliance with our centre?

2015 Improvement Plan for QA7

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2.3	Families to be informed about children's learning, the service & management through different communication types	M	Strategies developed re staff & governing council meetings Implement strategies	<i>Parents feedback about effective communication – through feedback sheets, parent survey 2015</i>	<i>Term 4</i>	
	AI NQS audit findings completed	M	Address at staff meetings	<i>Action Plan completed</i>	<i>Term 4</i>	
	A process map for 2015	M	Staff consultation/ discussion	<i>Completed map for all staff</i>	<i>Term 2</i>	
	Business Manager up to date	H	Staff release days Staff meeting agenda	<i>Completed tasks</i>	<i>June 30th 2015</i>	
7.1.4	Staff completed study & develop a long association with our centre	L	<ul style="list-style-type: none"> • Support in study/ assignments • RPL • Work place assessment 	Documentation Recording system in place Sign off modules/ assessment Staff complete Diplomas	Term 4	