



Australian Children's
Education & Care
Quality Authority

Appendix 2: Quality Improvement Plan template

OCTOBER 2011



2016 Quality Improvement Plan

Service details

Service name	Service approval number
Pooraka Community Kindergarten	2452
Primary contact at service	
Anne Michael	
Physical location of service	Physical location contact details
Street: 14 Mc Carthy Court Suburb: Pooraka State/territory: SA Postcode: 5095	Telephone: 82601741 Mobile: Fax: 83594258 Email: anne.michael77@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: : DECD Trish Strachan Head, Child Development Telephone: 8226 1000 Mobile: Fax: Email:	Name: Anne Michael Telephone: 82601741 Mobile: Fax: : 83594258 Email: : anne.michael77@schools.sa.edu.au
Postal address (if different to physical location of service)	
Street: GPO Box 1152 Suburb: Adelaide State/territory: SA Postcode: 5001	

Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8:30	8:30	8:30	8:30	8:30		
Closing time	15:00	15:00	15:00	15:00	12:30		

Additional information about your service

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

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

Pooraka Community Kindergarten is a stand-alone preschool located at the end of a no through road, adjacent a public park and football club and oval. There is adequate street parking available. Council have advised us that parking in the cul de sac must be parallel.

How are the children grouped at your service?

Children attend 30 hours over a two week rotation. They are in two groups:

Koala's who attend Monday / Wednesday alternate Friday Mornings

Possoms who attend Tuesdays / Thursday alternate Friday mornings.

Some care has been given to group children of similar languages /cultural backgrounds but parents were given the option of specifying which timetable suited them and in most cases this takes precedence.

2016 sees the advent of several changes in our timetable, including an earlier start and finish time longer half day sessions for Fridays, and a change in the daily roster for groups.

Many parents found it too difficult to get their children to school **and** start kindy by 8:45 and were dropping children off up to 20 minutes early, so we changed the start time to accommodate this.

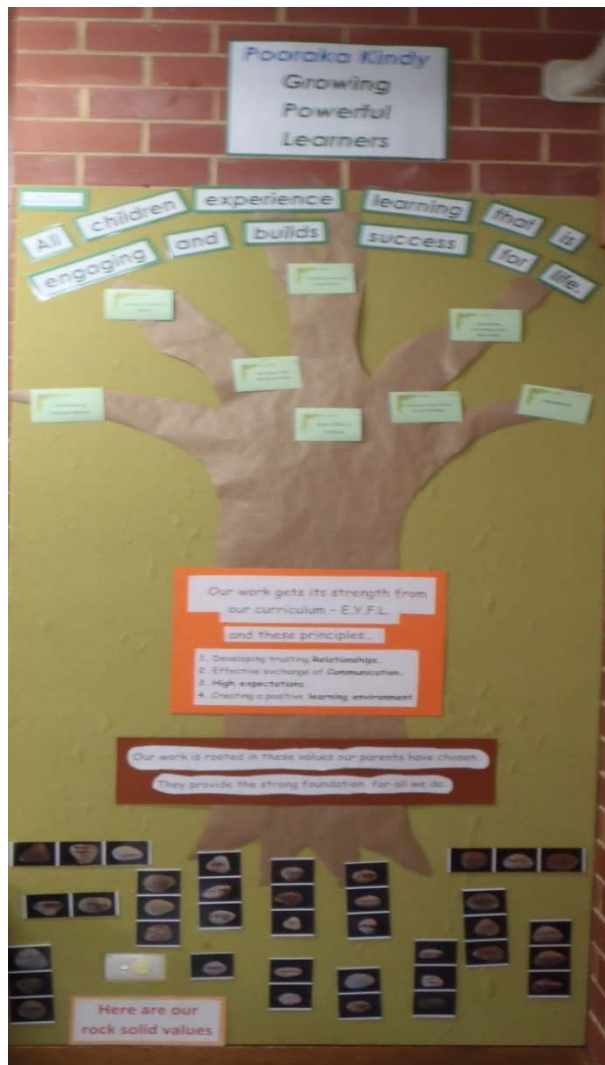
In an attempt to address the low attendance for Friday sessions we have made the Friday session an hour longer.

Study of the roll and the phone log indicated if a child missed 1 day they were 40% more likely to miss the whole week. We theorised that this would reduce if the children had a day between sessions to recover. Parents were polled as they enrolled their children and were 90% in favour. So 2016 sees days starting earlier, 15 minutes shorter, session roster reorganised and Friday session time increased by one hour.

Write the name and position of person(s) responsible for submitting this Quality Improvement

Anne Michael: Director

Service statement of philosophy



Our Philosophy underpins all we do, so it reflects the values and priorities of the staff children and parents and the community. Our process was based on a commitment to engage families in all stages of this philosophy so the finished statement was something we all “owned.” Educators took as their model the Engoori processes which originate from Mithaka country and staff decided on a visual representation to engage and include the many ESL families. Our vision is “Growing Powerful Learners.”

Firmly rooted in the rock solid values parents have shared with us, our service philosophy grows like the trees that surround us. Its strong trunk is formed by the 4 core principles found in EYLF:

- 1/ Developing trusting relationships
- 2/ Effective exchange of Communication,
- 3/ High expectations,
- 4/ A positive learning environment .

The canopy grows and spreads out to encompass the important values and aspirations staff and parents have for children. This is constantly growing as parents continue to add “leaves”. The learning journey from “seedling to full grown” philosophy took about 7 months and it was fantastic to see parent involvement at every stage. The information we gathered from our “Identity webs” and “Rock Solid Values” gave us rich information about children’s cultural and interests and formed the basis for much of our planning for the year. We plan to follow a similar process this year.

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
<ul style="list-style-type: none"> • Pooraka Community Kindergarten has established systems, routines and procedures which link the Early Years Learning Framework to our education programme. The programme is strongly focussed on individual children, their interests, their needs and strengths. • This service recognizes the strong emphasis on pedagogy in the framework and supports this through our continued emphasis on play based learning, a strong emphasis on the social and emotional climate and quality interactions. • Educators know that children’s first and most influential educators are families and in order to serve children well, we must engage families. In this diverse linguistic and cultural community this is done in educational ways through festival exploration and celebration and also family focussed ways such as sending out “learning tasks” for children and parents to share. • Evidence points to look for are

- Children are seen and valued as powerful competent learners
- Children are central to all our work
- An evolving and fluid planning cycle based on children's interests and needs.
- Children's choice is paramount and multiple entry points exist for children to enter or leave play
- Equity and restorative justice are at the heart of teaching and learning.
- Children's folders are the central point of reference for assessment, reporting and accountability.

Key improvements sought for QA1

Standard/element [number]	1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	
	Identified issue	<p>We will continue to build on the changes in programming and documentation started in 2015. How do we involve and acknowledge parent role as primary educators.</p> <p>What data around Literacy and numeracy will we track and document for each child. Exactly how will this take place. Can we develop a system we can "publish" so information is clear to all and data collected is not subjective.</p>
Standard/element [number]	1.2 Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
	Identified issue	<p>What are the two pedagogical changes that will achieve maximum lift and lead learning?</p> <p>How can we use questioning to challenge and stimulate our learners? Are we aware of the power of the language used in the site. Is it common and understood?</p>

How do we use praise as educators to support our students develop “grit” (positive life skills and competencies to enhance persistence and problem solving)

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
1.1	<p>designing and delivering the program for each child. Part of an improvement cycle</p> <p>including parents as planners</p>	H	<p>Parent feedback chats planned, However this year we will change strategy and “hijack” parents for spontaneous chats instead of waiting for them to make appointments. Purchased clipboards/ create new proforma. Each parent to get copy of notes put into pocket day after and followed up.</p> <p>Continue our previous practise of involving parents in activities by asking for help involvement information and joint goal development in ILP’s</p>	<p>Achieve more than 70% take up of parents for feedback chats produce copies of discussion including shared goals and give to parents.</p> <p>Parents contribute to ILP Rock solid values program initiated Home work- tasks for families to do at home and share with kindy community Work received is displayed at Kindy Plan community events <i>twilight kindy</i> “come and try” Involve parents in nature audit and creation of site vision and sustainability audit</p>	<p>All parent meetings finished By end term 1</p> <p>again by end term 3</p> <p>some task sent out each term</p> <p>Term 3 and 4 Continue work started in term 1</p>	<p>Sent out “all about me sheets” one week before start term</p> <p>identity web sent out week 6</p> <p>Shared vision from other centres with Governing council as part of creating site vision . March Meeting</p>
1.2	<p>Staff choose at least one process from each numeracy indicator to assess document and track. Staff also track literacy development</p>	H	<p>Chosen: (Numeracy)... Counting/patterning/ puzzles/ sorting/ (Literacy)...Rhyming and problem solving language /levels of questioning. Proforma will be developed for each</p>	<p>Proforma is to be developed to ensure data is not subjective and can be replicated. Using photos and simple descriptors of levels of complexity – This allows f ESL families to track. Base line data for literacy goal will be from Troll Term 1. Using</p>	<p>By end of term 1</p> <p>End term 2</p> <p>End term 3</p>	<p>.</p>

<p>we develop a system we can “publish” so information is clear to all and data collected is not subjective.</p> <p>A system to provide evidence we are supporting all children across the group - bright and struggling</p>		<p>indicator; these will allow for recording data at least three times over the year. Each week one activity will be monitored by staff to observe which level of skills children use in their play. Information added to profoma with comments and dates. This will be presented in summary graphs suitable for staff review and reflection as part of planning cycle as well as to highlight individuals and skills that require intervention planning.</p> <p>Time allocated each week by staff to review and monitor progress/development and plan further activities to lead learning.</p> <p>Look to RRR and use the ACER emotional scales? Create second proforma to add to photos taken for staff to document learning disposition’s and observed.</p> <p>Third level; use last years proforma (RRR engagement / to invite and record children’s voice.)</p> <p>Share this with parents in ILP and feedback chats</p>	<p>speech therapist “problem solving” language assessment term 2 and end term 3</p> <p>By the end of the year we will have data we can review about the learning journey of each child in these areas PLUS evidence of the shift in learning across the students over time. Data plays a big part establishing Intellectual stretch is occurring</p> <p>This will be reported in the Summative report (mid year and end of year0 and annual report.</p> <p>Compare information from ACER data from suburbs in our area identify vulnerable areas and adjust planning to ensure skills/ dispositions are focused in these areas.</p>	<p>End of year</p> <p>Term 2</p>	
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	<p>What are the two pedagogical changes that will achieve maximum lift and lead learning?</p> <p>1/ How can we use questioning to challenge and stimulate our learners? Are we aware of the power of the language used in the site. Is it common and understood?</p>		<p>Staff development: shared readings and discussion in staff meetings REFINE PEDAGOGY THROUGH DISCUSSION. These conversations help focus purpose and strategies.</p> <p>Use ELC as resource as well as website.</p> <p>Staff modelling questioning techniques. Introduce the question matrix (dice) as part of group games and use regularly.</p> <p>Move from "tell to ask". transforming tasks.</p> <p>Use end of day 20 minutes to run through children and reflect on environment and observations</p>	<p>Published Performa's provide evidence of common understanding , use of language and outcomes are clearly identified.</p> <p>Data gathered provides evidence of growth in skills/ competencies over time.</p> <p>Staff use of language changes from tell to I wonder? Children start to use higher levels of questioning skills in conversation and play. (Blank and Blank.)</p> <p>Programming is responsive to this system activities planned as result of information gathered highlighting strengths and weaknesses.</p> <p>Observations section of program is full and staff are sharing these as part of planning and reflection</p>	<p>End term 1</p> <p>Mid term reports and ILP in term 1 and 3</p> <p>Mid year to term 3</p> <p>This should be happening weekly</p>	

	<p>What are the two pedagogical changes that will achieve maximum lift and lead learning? 2/ How do we use praise as educators to support our students develop “grit” (positive life skills and competencies to enhance persistence and problem solving)</p>		<p>Staff development: as above</p> <p>Staff monitor and review the types of praise they use. Increased awareness leading to cultural change.</p> <p>model perseverance and struggling Use Basil Bear to discover and share strategies</p> <p>Staff commitment to not “rescuing” children - continue program of risk assessment from 2015 . teach children to “try two (strategies) because that’s what resilient kids do....”</p> <p>. Start to incorporate a “challenge” building cubbies. Highlight and document learning with children.</p>	<p>Children behaviour changes - we observe less avoidance of hard tasks and persistence with unpopular tasks ie pack up.</p> <p>Staff change inherited automatic response for requests of help to questions about what strategies children have already tried.</p> <p>Children using language/strategies in play that they have observed from Basil. Reduction in the number of requests for staff to help.</p> <p>children trialling at least two strategies before assistance is forthcoming.</p> <p>A feelings table is established wich displayed strategies children have networked to create. (use of photos, images and limited text)</p>	<p>Mid year</p> <p>Immediately</p> <p>Starting to appear mid year</p> <p>By end of term 3</p>	
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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: (i) 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)(c) 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)(c) a medication record as set out in regulation 92

Quality Improvement Plan for Q2

Summary of strengths for QA2

Strengths	<p>Evidence collated during self-assessment process which supports our work for children's health and safety includes</p> <ul style="list-style-type: none"> • Enrolment process identifies health issues and begins planning process of informing staff, identifying risks and seeking input from Support Services in the region. • The physical space is calm and easy for children to 'read'. There is space to play without crowding. • We offer relaxation time to wind down at the end of morning and afternoon play sessions. Children who might fall asleep at this, or any other, time can remain asleep as others begin to play. • Indoor play space volume is monitored by staff and if the noise levels get to the stage where children are using raised voices just to talk, then staff will make a general call to remember to "use your inside voice". • Hand washing is a constant drill, pictures show how to wash properly and adult supervision in the bathroom supports practice. • Children do not share the food they bring from home. • Snacks and lunch food choices are guided by our Food at Kindergarten policy which includes a prohibition on nuts and nut products. • Hygiene and infection control practices include gloves for adults, disinfectant after toilet 'events'. • Reference to 'You've Got What?' and record keeping of accidents and injuries details and first aid follow up. • Physical activity is supported with large well maintained outdoor play space, good equipment and planned experiences. The systematic checking for hazards through the use of OHSW Business Manager supports a hazard free, safe play space. • Use of child protection curriculum. • Staff are trained in mandatory notification and managing abuse related trauma. • Emergency procedures are well known to children and adults, information about being safe and practicing an evacuation is incorporated in the session during week 5 of each term. • Children are taught to respect others rights in order to reduce the incidence of conflict. We teach and model restorative justice principles. • Policies exist to guide decisions for excursions, assisting children with toileting, minimizing mosquito bites and sun safety.
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Improvement Plan

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 placement of the centre adjacent to the dry creek and the large linear park that surrounds it gives the Kindergarten a bush feel. We have a large yard with several mature trees and lots of space. We aim to have a flexible and welcoming centre where children and families can access a range of challenging and open ended activities in a safe, well maintained indoor and outdoor environment</p> <ul style="list-style-type: none"> - Furniture is purchased from licensed agencies -Safety checks are carried out to assess damage - Our furniture is child appropriate -Children are able to flow between play areas inside and outside throughout the day - We have a large undercover veranda to provide sheltered play throughout the year.

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Key improvements sought for QA3

Standard/element [number]	3.3.1 Sustainable practices are embedded in service operations.	
	Identified issue	Children are taught recycling and are expected to make individual choices using this knowledge. Opportunities for recycling choices exist in the environment.
Standard/element [number]	3.3.2 Children are supported to become environmentally responsible and show respect for the environment.	
	Identified issue	Children are encouraged to become aware of and responsive to their natural environment and the seasons by observing changes in their garden and local park and learning to monitor and record these.

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
3.3.1	<p>Children are taught to recognise recycling opportunities and are expected to make individual choices using this knowledge.</p> <p>Opportunities for recycling choices exist in the environment.</p>	m	<p>Children are expected to make their own decisions about their rubbish from play and food routines. Three bin system for food times children taught to ask. Can chooks eat it? Can we wash and re use it? Bins are labelled with choices and recycling symbols. Children shown how to locate these on food containers. Special bin provided for paper children see adults following these processes as well.</p>	<p>Children do not ask where rubbish goes. Children teach / assist each other to make these choices. Parents report children using this knowledge at home.</p>	End term 1	
3.3.2	<p>Children are encouraged to become aware of and responsive to their natural environment and the seasons by observing changes in their garden and local park and learning to monitor and record these.</p>	H	<p>Children share observations of natural flora and fauna. Document the diversity of our yard and park. Create a floor book to document all gardening and plan improvements with children</p> <p>We create gardens and harvest produce, plan to have a kitchen garden and uses produce to cook and share meals</p>	<p>Evidence in children's work and interests shown in the number of times this appears in program as a result of children's comments</p> <p>New garden beds created Vegetables planted and harvested and cooked. Parents are involved in this process</p>	<p>From first weeks of term 1</p> <p>Planting in winter months Something new planted every term cooking in terms 2 3 and 4</p>	

	<p>Site develops a sustainability focus. We work with NRM and community to develop a vision and document processes and life skills we promote with a goal to developing a five year plan</p>	<p>H</p>	<p>Work with local council and RMB to plant and maintain vegetation to create habitat for little birds Plan for a data collection event Bird survey or Bat ??</p> <p>Addition of “river walks” our program to encourage children to explore, familiarise themselves with and respect the biodiversity of our park.</p> <p>. Meeting with council and NRM (Marianne) Readings from previous programs Document practices Set priorities Consult with governing council. Collaborate with NRM to create and Publish document.</p>	<p>Planting occurs</p> <p>Liaise with Para Vista Primary school about their work in this area.</p> <p>Feeling of ownership of park develops. Begin to take responsibility to monitor, maintain and supervise a section of park (as discussed in NRM</p>	<p>Met with NRM Marianne and council week 4 term 1</p> <p>Partnership meetings term 1</p> <p>Start term 2.</p> <p>Initial meeting week 4 term1 follow up week 6 Meetings planned for term 2</p>	<p>Follow up meeting week7</p> <p>Made connection with Susan Maroney re BAT NIGHT term 3 or 4.</p> <p>Council are going to follow up suggestion we maintain an area of linear park. Started to collate all processes on site Marianne to put in document and discuss next meeting . Discussed vision . reviewed other sites statements will share with governing council..</p>
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Improvement plan

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	<p>New staff bring fresh minds, new approaches and energy of purpose as they review all aspects of the working and maintenance of the centre.</p> <p>Formalised staff development is undertaken to identify areas of strength and areas for improvement.</p> <p>Staff ratios are maintained.</p> <p>Specific staff are employed for specific duties pertaining to children; preschool support/bi lingual</p> <p>Staff value and treat each other with mutual respect equity and recognition.</p>
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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>At the centre children initiate conversations with the adults to express their feelings, share their ideas and talk about their experiences both inside and outside the centre. The educators respond to the children in a warm, caring manner showing interest and concern and respond appropriately to the situation at hand.</p> <p>At the centre children play co-operatively and collaboratively with each other. Boys and girls play together. Children from different backgrounds and cultures form friendships. The educators play with the children to model inclusion and team work. Group times are structured so children can get to play and collaborate with different children giving them an opportunity to form new friendships and interest groups. When there is conflict between children the educators talk with the children about feelings, problem solving and ways to resolve the conflict.</p>



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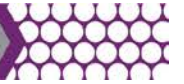
Key improvements sought for QA5

Standard/element [number]	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.	
	Identified issue	<p>The two pedagogical changes we will enact to achieve maximum lift and lead learning are</p> <p style="padding-left: 40px;">The use of questioning to challenge and stimulate our learners. The use of praise to support our students develop “grit” (positive life skills and competencies to enhance persistence and problem solving)</p>

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	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.	H	<p>Looking at Staff use of praise to promote perseverance and resilience in children (See outcome 1)</p> <p>Monitoring each other's interactions with children and making time to discuss</p> <p>Continue to Move from "tell" to "ask"</p> <p>Focus on activities and environment that fosters children problem solving language Become aware of need to pause... Wait time readings to staff to refresh their understanding of this strategy.</p> <p>Making time to reflect on activities and children and building this into our emergent program</p> <p>Shared staff development</p>	<p>The new planning proforma will provide evidence this is happening</p> <p>we will continue to take observations and insert into program. Making time to incorporate findings in program</p> <p>Time set aside in daily routine to ensure this occurs</p> <p>Peer mentors with Para Hills West Shared PLC Staff meetings agenda facilitates discussions</p>	<p>Establish in term1 then embedded in staff practice.</p> <p>At least once a term</p>	

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Improvement plan



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

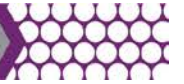
Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 157	Access for parents
	Related requirements	
6.1, 6.2	section 172	Offence to fail to display prescribed information
6.1, 6.2, 6.3	section 175	Offence relating to requirement to keep enrolment and 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>Evidence to support strengths</p> <ul style="list-style-type: none"> • First point of contact (website, phone, visit) is welcoming and expressed as family friendly in written material. Enrolment conversations and website information focuses on children's needs and parent expectations. • Governing council as premier agency for parent decision making is advocated by staff to families. • Neighbouring services are supported and valued. • Child and Youth Health Screenings are facilitated each term. • Children's folders are strongly personalized, these folders are the central point of assessment, reporting and accountability. • Special needs and speech referrals are made as soon as practicable after enrolment. • Participation in community events is pursued where possible.



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Key improvements sought for QA6

Standard/element [number]	6.3.2 The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.	
Identified issue	Parent's voice is heard and they have many opportunities to contribute to planning and to offer feedback about program. Program facilitates this	

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

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	<ul style="list-style-type: none"> Committed and high quality staff take on leadership roles as required and provide a high quality service for students and the community. Staff in consultation with parents are developing a Philosophy Statement that reflects the needs of the community, parents and the centre staff, All records and information are now stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with DECD legislative requirements. All staff are trained in current required curriculum and administration processes. A wide range of policies have been reviewed (this is continuing in a variety of areas) and updated to ensure clear structures and processes. The site has Relationships and Grievance Guidelines which are approved by Governing Council. They are provided to parents to ensure a clear understanding of the process required. <p>All staff have DECD Authority to work DECD sites. This included: Criminal History Checks, Responding to Neglect, First Aid and Teacher Registration Authority.</p>
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Key improvements sought for QA7

Standard/element [number]	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	
	Identified issue	Staff collaborate to create a new and effective process for planning programming and recording that produces positive outcomes for children parents and educators.
Standard/element [number]	7.1. Effective leadership promotes a positive organisational culture and builds a professional learning community.	
	Identified issue	Supporting all staff to enact whole site change in pedagogy. Leading staff teams sharing significant change processes and challenges. Sharing these with colleagues/ peers.

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
7.1.4	Staff collaborate to create a new and effective process for planning programming and recording that produces positive outcomes for children parents and educators	H	Leadership commits to and plans for opportunities to plan and review process and format of programming. Provides opportunities for reflection and review Provides and documents planning for intentional teaching plus follows children's interests, skills and knowledge. Has facility for parent involvement and reporting.	Outlined in QA1 QA3 QA4 QA5 QA6 The programming process being used effectively for planning.	From beginning of the year	.
	Supporting all staff to enact whole site change in pedagogy. Leading staff teams sharing significant change processes and challenges. Sharing these with colleagues/peers.		Teachers sharing information around significant change and challenges. Supporting a culture of risk taking thinking and processes among staff teams Networking/consultation with other sites in our partnership. Set up PLC between Pooraka and para Hills West Kindergartens. Directors to meet to plan visits exchange if information and initiate PLC.	Staff build positive culture of support and mutual learning–(Peer mentors)Developing continuity of thinking /shared understandings- staff are communicating Via email/Phone. Staff making change statements “ I used to ... now I” Staff comfortable to try	Mid term 1 Follow up visit term 2	Directors met week 5. PLC in week 8 Set challenge for both teams Both staff teams shared strategies for program. Our site is using already using information gathered to build on Para Hills West “feelings Table” incorporating it into our excursion Me Myself and I planning.

