



Hawthorndene
K I N D E R G A R T E N

Quality Improvement Plan

Service details

Service name	Service approval number
Hawthorndene Kindergarten	SE-00010468
Primary contact at service	
Cynthia Meredith (Director)	
Physical location of service	Physical location contact details
Street: 1 Kindergarten Ave., Suburb: Hawthorndene State/territory: South Australia Postcode: 5051	Telephone: 82784161 Mobile: 0419295705 Fax: 82789014 Email: dl.4664.leaders@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Department for Education and Child Development Telephone: (08) 82260159 Mobile: Fax: (08) 82260159 Email: DECD.NQFEnquiries@sa.gov.au	Name: Cynthia Meredith Telephone: 8278 4161 Mobile: 0419295705 Fax: 82789014 Email: A/A
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	08:00	08:00	08:00	08:00	Parent Playgroup	N/A	N/A
Closing time	15:30	15:30	15:30	15:30	09:30— 11:30		

Additional information about your service

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

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

--- Some parking is available outside the south west corner of the playground

---this is a DECD standalone kindergarten which follows DECD term times and school holidays

How are the children grouped at your service?

This is a DECD site so the children are all in their eligible preschool year and come for two 7.5 hour days per week

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

Cynthia Meredith Director

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: 3.5

Service statement of philosophy

Hawthorndene Kindergarten is a stand-alone preschool site of the Department for Education and Child Development. Our Curriculum is guided by the Early Years Learning Framework and we aim to provide developmentally appropriate play situations which support every child to extend their learning and skills in these areas. We reference the Numeracy and Literacy Indicators which have been developed by DECD to support the recognition of preschool children's acquisition of numeracy and literacy through play experiences.

We believe that kindergarten should be a learning place where children and adults come together in a stimulating, friendly, safe and attractive environment to share learning opportunities through play. It is our aim that such opportunities build on children's current knowledge and are responsive to each child's abilities and interests.

We see each child as unique, bringing with them a range of experiences, family cultures and personalities which will mould their development as they grow to adulthood. The staff team facilitate children's learning through play situations using a wide range of different strategies and with a wide range of diverse experiences which further their learning. We see the teacher's role as being one of support and guidance.

The staff team support the children to gain valuable learning from the everyday activities at kindergarten by scaffolding and guiding them to attempt new challenges and explore different ways of doing things through play. We see play based learning as being developmentally appropriate practice for young children, which include planned and structured learning experiences as well as spontaneous learning experiences which emerge from a moment of exploration within a stimulating environment.

We believe children learn best when the important people in their lives establish strong and respectful partnerships; parents with teachers, teachers with children, and children with children. We encourage and value each parent's input about their child; their knowledge, their family/cultural background and their aspirations for their child. We believe that communication between parents and teachers should be open, two directional and responsive.

Our aim is to provide a high quality education and care service which supports the building of a strong learning community comprising of adults and children.

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

Strengths		
	1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.
	1.1.1	<i>Planning for learning in 5 learning outcomes from the EYLF is guided by children's interests, ILP's. EYLF outcomes are referred to in reflections in the Learning Journal, Statement of Learning based on areas of EYLF. Each term an audit is made of the learning outcomes achieved and the staff team use this data for future planning. The children's work books are shared with parents and caregivers during the term breaks so that they can observe their child's progress and add their comments to the books to inform the staff team.</i>
	1.1.2	<i>Information is gathered from parents, (interviews, anecdotal comments, child questionnaire), discussions within the staff team, reports from therapists, cultural days which is incorporated into a diverse program which is responsive to children's interests. Exploration of different cultures through special community events and celebration days. Children's voice is reflected throughout the Learning Journal and several times each year projects are developed at home for children to support the development of their communication skills in larger groups as they share their projects with their peers at group time. Every child is celebrated when they have a birthday with an 'Around the Sun' ceremony. Parents are invited to provide several photos of their child from birth to present and attend on the day to talk about their child's achievements to the rest of the group. This gives everyone a glimpse of the development of each child.</i>
	1.1.3	<i>Programming is designed for periods of free play, small groups, large groups. ILPs are developed using a parent questionnaire as a starting point and continual observation of the children and their needs, play spaces are reflective of children's interest and abilities. Children are given opportunities to be the 'Organiser of the day' which includes special responsibilities in relation to the daily program e.g. ringing the bell to call everyone for the morning meeting, greeting each child by name, organising the scrap bowls for snack time and emptying the worm scraps into the worm farm as well as other tasks as the day progresses, this allows the development of leadership skills.</i>

1.1.4	<i>Parents have opportunities to view the Children's work books, throughout the year, the work books include: work samples, teacher initiated story drawings, early writing and other numeracy and literacy activities, photos and learning stories, evidence of each child's experience as an 'organiser of the day' and behaviour awards. Each child takes home their work book at the end of each term, the children fill in a promise sheet which supports them to be responsible for appropriate care of their work book at home. Parents are encouraged to comment about their children's learning in the workbooks. There is also evidence of the learning experiences of the children collated in The Learning Journal which includes photos, work samples and anecdotal evidence, children's voice in large and small discussions and parent feedback. Fortnightly Newsletters, provide information about weekly learning as well as highlighting upcoming events. Parents are welcome to speak with the staff team spontaneously or by appointment. The newsletters are emailed along with other relevant information (hard copies are also available); at other times informal emails and sms provide more immediate information to parents.</i>
1.1.5	<i>Scaffolding by teachers, 1:1 learning (especially with Support workers for children with special needs) the program is adapted for children with different learning abilities. The children have been supported to do regular morning tasks to set up for their day when entering and pack up tasks when leaving the kindergarten, as the children become more familiar with the learning environment they are encouraged to choose which equipment they would like to use in different learning environments. To encourage greater exploration in the outdoor environment an outdoor week is held during Terms 3&4 where the day is spent outside using the natural play areas including a fire pit for cooking. The mud kitchen area can also be used as a digging area for construction play.</i>
1.1.6	<ol style="list-style-type: none"> 1. <i>Children's voice in outdoor / free play learning areas. Formal and informal voice is valued, e.g. in Curriculum focus – e.g. Celebrations board, term posters become a focus for children to share at group time with their peers, work book activities enable the children to record significant events.</i> 2. <i>The staff team monitor the children during free play to ensure some time flexibility with routines to allow sustained play interactions are maintained and children are encouraged to be instigators of their learning---planning of the layout of the outdoor areas occurred during construction of the bike track and slide into nature play area. Further developments are planned.</i> 3. <i>Children's executive functioning is promoted through the use of a the Wild Elephant Story which depicts elephants out of control causing havoc in a Thai village until the villagers became the riders to steer the elephants in the right direction. The children are encouraged to think of their brain as a rider which helps them make good choices for their behaviour, allowing everyone to be happy and safe in play learning together. Parents are given the story details with an explanation of how it supports their child to develop their executive behaviour skills for learning with others.</i> 4. <i>A positive behaviour mural is developed each term where the staff team add special awards for individual children who have shown positive behaviours in the following categories a) confidence b) protective behaviour c) social skills d) cooperation. As these are awarded the mural grows and everyone celebrates the positive behaviours. These awards are added to each child's workbooks at the end of the term.</i>
1.2	Educators and coordinators are focused, active and reflective in designing and delivering the program for each child.
1.2.1	<i>Staff team discuss individual children at staff meetings & add relevant information to their ILP's, from observations and photos, in addition each staff member has focus children each fortnight to report on. Monitor children's attendance patterns and play/ interactions. Where specific needs arise for an individual child all staff are informed so that they can support the learning together e.g. where a child has a toileting issue, or a parent has shared a specific concern about a child. The staff team have continued conversations about the needs and learning achievements of individual children and add these as notes to their ILP's.</i>
1.2.2	<i>Observing children's interactions leads to Intentional teaching of social skills and behaviours to build relationships and broaden social networks. Provocative resources to promote imagination to develop children's symbolic play</i>
1.2.3	<i>Regular reflections by the staff team on children's learning have been added to the ILP's and have informed planning. Children and parents have had opportunities to add their ideas to the Learning Journal. Ideas from families have been added to the program regularly. Time spent talking through concerns of parents regarding their child, and forming a plan of action to guide learning and development of particular skills.</i>

Improvements sought for QA1

Standard/element [1.1]	An approved learning framework informs the development of a curriculum that embraces each child's learning and development.	
	Identified issue	The staff team are continuing to become more familiar with the DECD Numeracy and Literacy indicators and want to ensure that parents are aware of these indicators as well.
Standard/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.	
	Identified issue	The staff team are investigating ways to more effectively continue focus on individual learning.

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	Parents will be familiar with the Numeracy and Literacy indicators and give anecdotal comments about their child's learning.	M	Numeracy and Literacy Indicator language will be evident in the LJ and used when sharing children's learning with parents.	The language of the indicators will be used in the LJ and in Learning Stories and Statements of Learning for each child.	T1, T4	
1.2	Provide opportunities for the staff team to critically reflect on teaching/learning in a larger team.	M	The staff team will be part of a PLC with early year's teachers from Mitcham Hills Partnership with reference to numeracy using the RRR involvement scaling of children's play.	PLC meetings will be held during each term	T1,T2, T3	
1.2	The staff team will have a clear identified goal for each child.	M	The staff will determine a Learning Goal each term for each child recorded in ILP's and will review these as part of our focus children at staff meeting.	LG will be recorded and monitored each term for each child	T1, T2, T3, T4	



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	2.1	Each child's health and wellbeing is safeguarded and promoted
	2.1.1	Each child's health needs are supported <ul style="list-style-type: none"> • <i>Children Health Plans are displayed in an area suitable for all staff (including relief staff) to view and address.</i> • <i>Each child's needs are met through correct storage of medication where appropriate.</i> • <i>Correct administering of medication – according to the prescriber e.g.: asthma plan</i> • <i>Our site is a nut aware site as mentioned at parent information sessions and in each newsletter, the staff team are vigilant to ensure that this is adhered to by all those attending.</i> • <i>When cooking with the children staff ensured that all allergies for the children are taken into account to prevent any allergic reactions.</i> • <i>The staff team have all completed essential first aid requirements.</i> • <i>Where children show signs of illness the staff team report this to the director who informs parents and arranges for the child to be collected.</i>
	2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet child's need for sleep, rest and relaxation. <ul style="list-style-type: none"> • <i>Sleep times are not appropriate for our site.</i> • <i>Children have an opportunity after lunch each day to rest in a quiet area supervised by staff.</i> • <i>A quiet area is available for children to read stories with a staff member or a small group.</i> • <i>Hot weather policy--- use of air conditioners to keep children comfortable in extreme weather, staff encourage the children to frequently drink water and model this during hot weather. A large thermometer is placed outside under a tree to monitor the temperature, when it reaches 34 degrees all children and staff move inside where the temperature is controlled with air-conditioning.</i> • <i>The staff team encourage children to manage their own energy levels and recognise need for quiet learning.</i>
	2.1.3	Effective hygiene practices are promoted and implemented. <ul style="list-style-type: none"> • <i>The staff team model correct hand washing and drying procedures (with paper towels) for children.</i> • <i>Visual cues are displayed for children in the bathroom area.</i> • <i>Hand washing is promoted before eating and after toileting</i>

	<ul style="list-style-type: none"> • Hand washing is promoted before the children are involved in food preparation activities/cooking. • Tissues are available at all times, and allocated bin for their disposal. • Children are encouraged to use bathroom area appropriately • Any person in contact with the kindy creatures is required to wash their hands after touching them or providing for their needs. The children are regularly reminded of the need to wash their hands with soap and water after touching the kindy creatures.
2.1.4	<p>Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.</p> <ul style="list-style-type: none"> • The sites information booklet has guidelines for parents to keep children home if they are unwell. • The staff team model and encourage children to wipe and blow their noses to prevent germs from spreading. • Model and encourage hand washing after blowing of noses or sneezing, and toileting. • First aid is administered using disposable gloves to prevent transfer of infection and open wounds are covered. First Aid stocks are monitored regularly and replenished as needed. The staff team is familiar with appropriate procedures for wound dressing as advised during first aid training.
2.2	<p>Healthy eating and physical activity are embedded in the program for children.</p>
2.2.1	<p>Health eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.</p> <ul style="list-style-type: none"> • Staff team model healthy practices with the children e.g. healthy lunches, drinking of water • Water is easily accessible for children with water container always filled daily. • Children are regularly involved in the sowing, growing, harvesting and cooking of produce in the kindy vegetable garden • Lunch and snack suggestion as promoted with appropriate literature for parents/caregivers. • The staff team use healthy options when cooking with children. • Children are encouraged to try new healthy foods which they may not have experienced previously and parents often help with preparation of the food with the children • The staff team have been involved in Healthy Eating and Physical Activity Projects and have been asked to speak at conferences and share with colleagues at other sites on numerous occasions. Special murals created with the children around a theme using fruit and vegetables have encouraged the children to taste new flavours and expand their food choices.
2.2.2	<p>Physical activity is promoted through planned and spontaneous experiences and is appropriate for the age of the children</p> <ul style="list-style-type: none"> • The staff team promote stimulating and fun outdoor activities for gross motor skills that promote physical activities. • A variety of climbing, balancing and balls activities are set up each day by staff appropriate for kindergarten aged children. A bike track in the outdoor area, provides opportunities for children to run, ride balance bikes, scooters or a rickshaw. • planned group activities to promote gross motor skills are provided as needed from observations throughout the program • The staff team have had projects with the children collecting data about the physical activities they pursue at kindergarten and at home
2.3	<p>Each child is protected</p>
2.3.1	<p>.Children are adequately supervised at all times.</p> <ul style="list-style-type: none"> • No children in the outdoor learning area unless one of the staff team is outside and able to monitor the children. • Children are adequately supervised at all times in the indoor area by staff. • Children with additional needs are monitored to ensure that unsafe behaviour is avoided

	<ul style="list-style-type: none"> • <i>The staff team rotate their time indoors/outdoors to ensure adequate supervision</i> • <i>An extra staff member is employed to assist with meal breaks for the fulltime staff team</i> • <i>The site funds additional staff to provide above the ratio of 1:11</i>
2.3.2	<p>Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.</p> <ul style="list-style-type: none"> • <i>Risk assessments are regularly conducted with the children about specific activities, new play equipment or excursions to develop their understanding of how to keep safe within an exciting play learning experience and build their resilience for taking on new challenges for learning. The staff team undertake risk assessments to identify any hazards and necessary safety rules.</i> • <i>All equipment is routinely and spontaneously checked by the staff team. Where there is any equipment or other specific hazard to attendees at the kindergarten the director is immediately informed and she takes appropriate action to rectify the equipment or hazard area.</i> • <i>The outdoor learning area is inspected for potential hazards daily before the children enter and when the children have left for the day—as well as during the children’s play activity. Any hazards are noted and repaired as soon as practical and while waiting for this any unsafe area is cordoned off to ensure that it is not accessed by children or staff.</i> • <i>The staff team monitor children with identified food allergies and take appropriate action where warranted to keep the children safe.</i> • <i>Kitchen has a gate which is kept closed to prevent children entering the area unsupervised.</i> • <i>All children are required to wear a suitable shade hat during summer as recommended by the Cancer Council. Sunscreen is applied by parents in the mornings and reapplied by the staff team after the rest time as recommended by the Cancer Council during the relevant season</i> • <i>Poisonous items are kept in a raised locked cupboard away from children.</i> • <i>After the initial introduction of the bike track to the children, a process of gaining a bike licence is introduced, this supports controlled riding and care for each other. Each child has a ‘verbal (scribed by a teacher) test’ about bike behaviour, signs and appropriate rules for riding and this is then followed by a practical test on a bike to show how well they can ride. Each child is issued with a photo licence with a magnetic back and each time they ride on the track this must be placed on the bike shed. This helps the children to develop responsibility and competence on the track. Where there is neglect of the rules the licence is suspended for a short time as a reminder of how important it is to follow the rules to make sure everyone is safe just as happens for their parents. Wider road safety lessons are also reinforced with the bike track use.</i>
2.3.3	<p>Plans effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.</p> <ul style="list-style-type: none"> • <i>Risk assessments are developed with the staff team and then worked through with the children around relevant activities that could cause harm which educates the children in safe play awareness.</i> • <i>Emergency drills are practiced with the children each term. (evacuation from the outdoor learning area to inside and evacuation from inside to the outdoor learning area).</i> • <i>Emergency procedures are displayed and easily visible for children/staff/parents/visitors/contractors.</i>
2.3.4	<p>Educators, coordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse and neglect.</p> <ul style="list-style-type: none"> • <i>RAN training for all staff members / new volunteers trained annually.</i> • <i>Information available to share with parents re counsellors and support agencies</i>



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

QA3 Physical Environment

3.1	The design and location of the premises is appropriate for the operation of the service.
3.1.1	<i>1970s purpose built building, main room and outdoor areas are spacious and children's/ adults furniture is appropriate size. Resources and equipment are safe for children's/adults use. Floor and ground surfaces are monitored for safe access.</i>
3.1.2	<i>Facilities and equipment are well maintained, safe and suitable for use. Any donated goods are risk assessed. Regularly manually and visually check equipment. Electrical testing. Working bees, clean up days to ensure safety, particularly in fire season. Where equipment is deemed damaged it is removed from use by children and repaired or discarded as appropriate.</i>
3.1.3.	<i>Ramp to verandah and indoor learning area. Pathway for wheeled access. Mobility corridor (Bike Track) for access by all children and abilities. Cubbies and small play areas can be created with different materials. Pathway is well maintained for smooth egress.</i>
3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.
3.2.1	<i>Large indoor and outdoor area for ease of access and movement activities, smooth pathways to transition between areas. Smaller areas for focussed learning and small group activities. (vegetable garden, rainbow garden, sandpit, 'slide into nature', bike track, mud kitchen, swings, block corner, drama corner). Many different play spaces to cater for different interests and levels of play.</i>
3.2.2	<i>Suitable activities are set up for small groups / large groups. Turn taking encouraged with timers for limited resources where necessary.(e.g. swings, trampoline). Larger areas of bountiful resources are kept orderly and contained so as not to be a hazard. Storeroom/ sheds for items not being used but ease of access if needed.</i>
3.3	The service takes an active role in caring for its environment and contributes to a sustainable future
3.3.1	<i>Use of worm farm, compost bins, Bokasi Bins and Aerobins for vegetation/food refuse, which is then used as a resource for our vegetable garden. Produce is harvested and used in the curriculum for children's education. Recycled & reused materials and resources are repaired if possible rather than replacing. Paper is used both sides. Left over printing paper is sourced from printing business for the use of children. Printer cartridges are recycled regularly. A regular Market Week is held each term where families can recycle unwanted household items and toys which other families can claim with a donation for our sponsor child in Senegal. The kindergarten is a 'Wipe Out Waste' site and has hosted several workshops to promote increased understanding between early childhood</i>

	<p>sites on sustainable and environmentally appropriate practices. Several grants have been awarded by KESAB to establish the above facilities and other sites have used our WOW policy as a starter to develop their own. Parents have been encouraged to improve their recycle processes at home after their children have brought home their ideas. HK has organised combined education performances by Wally the Wipe Out Waste Wizard a program promoted by KESAB.</p> <p>The kindergarten works with NRM to develop new strategies for sustainable living and has also used a grant as a seed fund to develop our 'Slide into Nature' which reused the slippery dips as part of a new outdoor environment play space with tunnels and natural plantings for integrated play.</p>
3.3.2	<p>Children are educated in environmentally friendly practices: recycling, worm farm, Bokasi Bins and Aerobins reusing of materials, non-wasteful behaviours of resources, indigenous plants are regularly replanted in the outdoor learning environment and children are supported to care for new plants. Also care of kindy creatures and respectful behaviours in environment. The children are encouraged to continue these practices at home. Regular investigations of the worm farm with the children, including putting food scraps into the farm, children encouraged in play and songs to be responsible for recycling their waste. 10cent container receptacle available for families at kindergarten. Planting, caring and harvesting the vegetables also including cooking and eating with the children encourages families to try these practices at home. The children are encouraged to play with natural artefacts to develop their imagination and free thinking to lesson the use of artificial play artefacts/toys. Models are made from packaging refuse and this culminates in a large celebration at Dad's Night in Term 4 where families gather for a sausage/sweetcorn sizzle followed by kindy children with their dad's forming teams and creating a large model with packaging refuse and leftover materials. Everyone enjoys the fun of being outdoors making something out of left over cartons and tubes.</p>

Key improvements sought for QA3

Standard/element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.	
	Identified issue	The south west area of the playground under the large gum tree is suffering from continued foot traffic between the 'slide into nature' play area and the boat and pergola, this may be affecting the health of the gum tree and is impacting on the grassed area which is becoming a dust bowl. What can be done to give the children an understanding of the needs of the tree, the grass and their play rights?

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
<p>The service takes an active role in caring for its environment and contributes to a sustainable future /Children are supported to become environmentally responsible and show respect for the environment.</p>	<p>A pathway which does not impact or adversely affect the environment for the gum tree and will provide a new play space which the children have helped design.</p>	<p>M</p>	<p>1/Discuss with Mitcham council tree advisors about the possible impacts of providing a decked pathway 2/ discuss with the children how we can support the health of the gum tree and the surrounding area?/work with the children on plans for the deck, measurements for length, height, and width. 3/build the deck with suitable tradespeople, including the children's input where possible.</p>	<p>Children will have been involved in discussions with the staff team and parents about the improvements to the play area and the health of the gum tree. Children will have had experience with measurement activities Plans will be drawn up by the children/tradespeople Deck will be constructed and in use.</p>	<p>Term 4</p>	

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>4.1 Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing.</p>
	<p>4.1.1 Educator to child ratios and qualification requirements are maintained at all times HK is staffed by DECD – 2 teachers—4year degree, ECW—Dip of Child Care— + part time ECW Cert 111 in Childcare. The kindergarten site funds staff members over and above the staffing regulations, and the staff team comply with the Code of Ethics for the Public Service.</p>
	<p>4.2 Educators, co-ordinators and staff members are respectful and ethical</p>
	<p>4.2.1 Professional standards guide practice, interactions and relationships. Staff team work in a respectful manner, value each other’s skills and talents and encourage each other to accept new challenges in their roles. The director engages staff in regular PD conversations to encourage continuous improvement of practice</p>
	<p>4.2.2 The staff team work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships. Staff team use affirming behaviour, model good practice and share ideas in a non-competitive manner Evidenced in parent surveys, parent anecdotes and verbal affirmations, staff surveys and site valuation review 2011. The staff team has jointly mentored numerous pre-service teachers which has complemented our skills in working with each other. Numerous parents have been involved in a voluntary capacity on a regular basis and have used this as a spring off for gaining paid employment, these individuals have all commented on the harmonious and highly motivated staff team and positive learning atmosphere which is generated at the kindergarten.</p>
	<p>4.2.3 Interactions convey mutual respect, equity and recognition of each other’s strengths and skills. As evidenced by parents at family learning events and community visiting days, positive comments in LJ, summative report comments and emails from parents.</p>



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	5.1	Respectful and equitable relationships are developed and maintained with each child
	5.1.1	<ul style="list-style-type: none"> • <i>Staff members have the opportunity to build relationships with children in a variety of ways which is evident in the Learning Journal</i> • <i>The staff team take positive steps to develop relationships with children, their families and carers, encouraging communication and gathering information about children's individual needs.</i> • <i>The staff team show empathy for individual children's concerns and help children develop strategies to overcome anxieties.</i>



	5.1.2	<ul style="list-style-type: none"> • <i>interactions between staff and children occur in large and small groups, free play and intentional teaching situations,</i> • <i>the children are organised into 3 groups at the beginning of each year to support the children in developing positive relationships with their peers and provide an avenue for teaching new routines and games.</i>
	5.1.3	<ul style="list-style-type: none"> • <i>the development of children's confidence is encouraged by our positive behaviour's murals</i> • <i>teacher directed learning activities e.g. partner paintings, buddy play, musical games to encourage friendships and opportunities to converse with new friends.</i> • <i>At the end of each term the staff team use the Respect Reflect Relate wellbeing scales to assess how well each child is accessing the curriculum and they are recorded using traffic light colours---green/well, amber/getting there, red/need lots of support---from these observations plans are made to support those children who need extra help in the following term to access the curriculum with more ease.</i>
	5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults
	5.2.1	<ul style="list-style-type: none"> • <i>Children are encouraged to work with their peers and teachers to brainstorm ideas, problem solve and create dramatic scenarios in both free play and teacher directed activities.</i> • <i>Visits from school classes give the children a concept of fore sight for their learning and inter-active play between both groups of children</i> • <i>teachers support and direct children's learning individually, in small and large groups to encourage the children emerging confidence in their developing knowledge.</i>
	5.2.2	<ul style="list-style-type: none"> • <i>intentional teaching of protective behaviours in large and small groups and one to one to reinforce appropriate behaviour to the children</i> • <i>role playing with children--- responding to a variety of behaviours</i>
	5.2.3	<ul style="list-style-type: none"> • <i>children are treated with empathy at all times</i> • <i>Privacy is maintained for children who need assistance with changing and toileting</i> • <i>children are supported to be independent in toileting where possible to encourage self-respect and support children in the correct social behaviours in the wider community</i>



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	6.1	Respectful, supportive relationships with families are developed and maintained
	6.1.1	<ul style="list-style-type: none"> • <i>all enquiries are responded to in a timely manner</i> • <i>Families are sent or emailed a kindergarten information leaflet, playgroup leaflet and enrolment form as required</i> <ul style="list-style-type: none"> • <i>Families are invited to visit the kindergarten and observe the interactions of the staff team with the children and view the facilities when they are deciding on the most suitable preschool for their child.</i> • <i>Enrolled families are invited to a group visiting day in 3rd term of the year prior to their child commencing at the kindergarten. Parents receive a folder containing relevant information about the kindergarten program and policies. Included with the folder is a photo story book which many of the routines and activities for the kindergarten which is intended to be used by parents with their children to orientate them to kindergarten life.</i>

	<p>6.1.2</p> <ul style="list-style-type: none"> • <i>Parents are encouraged to attend governing council meetings----regular newsletters inform parents of ongoing activities and curriculum outcomes and community events, the whiteboard gives daily information, verbal reminders and emails, give meeting reminders and decisions made.</i> • <i>Regular working bees allow working parents to make a contribution outside of week days, special events involve visiting during the day/night for all families, special projects where parents work with the children to create group outcomes</i> <p><i>e.g. planting of indigenous garden, ceramic mural. Annual parent survey, specific surveys for events such as</i></p> <ul style="list-style-type: none"> • <i>--Dad's Night, Chinese New Year Visiting Night, Community Science Night</i> • <i>Parents are informed of regular governing council meetings and decisions for future directions are made in collaboration with the staff team, governing council.</i>
	<p>6.1.3</p> <p><i>Regular fortnightly newsletters are emailed to parents with hardcopies available as required by families, newsletters detail outcomes of the curriculum, upcoming events and routine practices of the kindergarten. The kindergarten website is updated regularly as needed. A comprehensive record of learning at the kindergarten plans and outcomes is documented with photographs, narratives, and teachers, parents and children's reflections in a Learning Journal for each term. These are available for borrowing by families at the end of the term. Each child has a notice pocket where individual notices can be posted.</i></p>
	<p>6.2 Families are supported in their parenting role and their values and beliefs about child rearing are respected.</p>
	<p>6.2.1</p> <ul style="list-style-type: none"> • <i>Child profile questionnaire – staff collate these to commence each child's ILP</i> • <i>specific requests about children's needs, and family preferences given as part of the enrolment process are considered as the staff team plan the learning program for all children.</i> • <i>Informal chats gather family values and cultural understandings to develop ideas for program inclusion</i> • <i>parenting discussions are included in planning for governing council meetings</i> • <i>parents are encouraged to add their comments to the Learning Journal as they review the children's learning</i> • <i>regular newsletter articles about children's learning---encourage parent participation in current curriculum focus and may include direct requests by staff for parent involvement</i> • <i>parent suggestions included by the staff team in planning for children's learning especially different cultural understandings and family experiences</i>

	<p>6.2.2 <i>Parent Easy Guides</i> <i>Notice Board--- Jesse Brown Kindergarten—Family Day Care--- seasonal services as appropriate---CYHS health checks available at the kindergarten---DECD Speech Pathologist---DECD Psychologist---other services as sourced by the director--- where information arrives electronically about specific learning for parents this is forwarded to parents via email and a hard copy is published on the entrance door.</i></p>
	<p>6.3 The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing</p>
	<p>6.3.1 <i>Mitcham Hills Partnership-----Jessie Brown Prekindergarten----- Kids Sense ----- Autism SA-----Blackwood High School--- Australian Maths and Science School-----Cleland Wildlife Park-----Blackwood Rotary Club-----Blackwood Lions Club---GD Wholesalers---Blackwood Rotary Club</i></p>
	<p>6.3.2 <i>regular visits by the children and Reception Teachers from Hawthorndene Primary School---conversations with JP teachers about learning of children—staff team visit other schools where the children transition as needed</i></p>
	<p>6.3.3 <i>children with recognised disabilities are referred to DECD Support Services--- regular conversations with Disability Coordinator about children’s needs---meetings with DECD Student Review Team each term to get advice about specific children and whether a referral is warranted----- special equipment is purchased or borrowed to facilitate these children.</i></p>
	<p>6.3.4 <i>Volunteers----students from Blackwood High School, Urrbrae High School, St Johns Grammar School, Temple Christian College, Mercedes College Community Science Night --Teachers from---Blackwood High School and The Australian Maths and Science School Local Science professionals from Universities and TAFE colleges. Dr Dean Hutton-----Professor Rob Morrison GD Wholesalers, Blackwood Pageant participation Hawthorndene Kindergarten Playgroup provides a service for all families in the area with young children Pre-service teachers: Flinders University and UniSA.</i></p>

Key improvements sought for QA6

Standard/element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.	
	Identified issue	In what way can we extend our relationships with the reception teachers at Hawthorndene Primary School, working with the newly appointed primary principal.
Standard/element 6.3.4	The service builds relationships and engages with their local community	
	Identified issue	Aboriginal people are an integral part of Australia's history and we would like to ensure that the children have a continued visual reminder of the Aboriginal heritage of this area?

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
6.3.2	Building of meaningful relationships with the Hawthorndene PS early years staff team and the new principal which support positive school transitions	M	Establish regular meeting times each term with the staff team from the school and the preschool/ director to meet with the principal	Meetings will be established with director and principal each term / staff meetings between early years school staff and preschool each term. Discussions around common understandings of readiness for school and emotional wellbeing signs for children.	Term 2	
6.3.4	All of the kindergarten children will have input (paint/draw) into a large outdoor mural which links Aboriginal cultural understandings with	M	With advice from our Aboriginal parent we will engage a local Aboriginal artist facilitator to come in and work with the children to develop a large artwork.	The artwork will be created and installed outside for all of the children to see and appreciate and be able to explain the story to parents/carers,	Term 4	

	preschool children's ideas in consultation with an Aboriginal parent of a child currently attending the kindergarten.					
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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	7.1 Effective Leadership promotes a positive organisational culture and builds a professional learning community
	<p>7.1.1 Appropriate governance arrangements are in place to manage the service</p> <p>---- Director makes the day to day decisions</p> <p>-----Governing Council annually elected by the parent body, meets regularly 8 times per year to support the staff team in developing the curriculum program and learning environment implementing the Quality Improvement Plan which has been developed after collaboration with the parent community by the staff team</p> <p>-----information about decisions and discussions of Governing Council are available for the parent community via newsletters</p> <p>-----director prepares a written report for each Governing Council meeting with reference to the QIP</p> <p>-----surveys of parents and informal conversations with staff team allow all parents to have an input in the service delivery</p> <p>-----staff have regular minuted meetings—review of curriculum delivery---accessing of learning outcomes for children-----ongoing planning</p>
	<p>7.1.2 The induction of educators, co-ordinators and staff members is comprehensive induction folder with a sign in sheet showing the date of the induction..</p> <p>Relief Staff ---induction processes</p>

	<p>7.1.3 <i>Every effort is made to promote continuity of the staff team at this DECD kindergarten, the director has held the position from the start of 2003 and developed with the staff team processes to build the capacity to fulltime so that the site would be more available for all families in the area. The ECW has also been working at this site from that time and the teacher has been contracted to the site since the start of 2013. During 2015 the director with the authority of DECD chaired a panel to appoint a teacher for this kindergarten and the incumbent won this position and has now been appointed fulltime permanent from 2016 to this site. The part-time ECW has been a regular member of the staff team since 2014. When it is necessary to employ a relieving staff member the director makes every effort to employ one of our regular relievers who have assimilated in to the kindergarten culture.</i></p>
	<p>7.1.4 <i>The director has a Bachelor or Education Early Childhood and a Graduate Certificate in Education and leads the development of the curriculum, establishing goals and expectations for teaching and learning—a QIP is developed each year. The director leads planning regularly with the staff team--- reviewing the learning outcomes which have been referred to in the previous planning document--- assessing the learning through observations, photographs, work samples and reviewing of ILP's which leads to future planning--- a planning document is then placed in the LJ for review by parents.</i></p>
	<p>7.1.5 <i>Adults working with children and those engaged in management of the service are fit and proper. All staff and volunteers have a security check and have had relevant referee checks.</i></p>
	<p>7.2 There is a commitment to continuous improvement</p>
	<p>7.2.1 <i>A statement of philosophy is developed and guides all aspects of the service's operations</i></p>
	<p>7.2.2 <i>The performance of each member of the staff team is evaluated and individual Performance Development conversations are held regularly to encourage continuous improvement of practice in line with ATSL standards. Written feedback is provided twice each year. The director has regular Performance Development conversations with the Educational Director of the Mitcham Hills Partnership and shares practice discussions, ideas and innovations of practice with her colleagues at regular MH Partnership meetings and informally through email and phone calls. Regular meetings with the Early Childhood Leader enable the director and the staff team to keep up to date with future directions and new policies of DECD. The director also meets regularly with Preschool Directors in her role as a committee member of Preschool Directors Association which gives further opportunities to reflect on current practices and research developments in preschool education.</i></p>
	<p>7.2.3. <i>An effective self-assessment and site review process is in place and reflected in the annual report for parents. There is regular reflection about what is happening throughout the kindergarten at staff meetings and at governing council meetings. This process is supported by a shared review presentation of the director to the partnership preschools, where there is a focus on the improvements of each year and is supported by a rigorous discussion with the Educational Director at regular performance development meetings which occur each term.</i></p>
	<p>7.3 Administrative systems enable the effective management of a quality service</p>

	7.3.1 <i>Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements, DECD--- EYS children's records are stored on the cloud but hardcopies are kept in a locked office only accessible to the staff team.</i>
	7.3.2 <i>Administration systems are established and maintained effectively for the needs of the kindergarten using the DECD systems. These include STAR (DECD Safety Task and Action Reporting) which enables tasks to be regularly attended to, IRMS (Incident Response and Management System), VSP for notification of staff vacancies, HRS for all other staffing concerns.</i>
	7.3.3 <i>The Regulatory Authority is notified of any relevant changes to the operation of the service, serious incidents and any complaints which allege a breach of registration. DECD is notified of any serious incidents or complaints via IRMS.</i>
	7.3.4 <i>Parents are informed of the Grievance Policy of the kindergarten in their induction folder. Grievances and complaints are addressed as quickly as possible. The director encourages parents to speak about concerns in a timely manner and this is reinforced in each newsletter. Grievances and complaints are investigated fairly and documented in a timely manner. Grievance policy established in accordance with DECD policies.</i>
	7.3.5 <i>Service practices are based on established policies which are available to parents on the entrance table. The policies are regularly reviewed and updated each year.</i>

Key improvements sought for QA7

Standard/element 7.2.1	<i>A statement of philosophy is developed and guides all aspects of the service's operations</i>	
	Identified issue	The philosophy statement was developed several years ago based on the parents' observations and staff team insights into what the kindergarten represented to the community. It is now time to review the philosophy with the current families and staff team to determine whether it is still relevant to the current community. This task was commenced in the improvement cycle of 2015 but due to unforeseen circumstances (e.g. large burglary) this was not completed.

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
7.2.1	The philosophy statement will be revised and updated as needed by the current families involved in the kindergarten.	M	The regular Child/Parent Questionnaire given to families will include a question about why they chose this kindergarten. Data collected will be analysed by the Governing Council staff and parents and a new philosophy statement will be developed. Comments will be collected from the parent body and revisions will occur prior to it being presented and accepted by the Governing Council.	A revised philosophy statement will be prepared and implemented in the kindergarten information booklet for new families.	End of Term 4 2016.	