

Quality Improvement Plan template

Revised National Quality Standard
commencing 1 February 2018

Updated September 2017



Australian Children's
Education & Care
Quality Authority

The National Quality Standard and Quality Improvement

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan.

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (r55) for each service that:

- includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard and the National Regulations; and
- identifies any areas that the provider considers may require improvement; and
- contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request.

Service details

Service name		Service approval number	
Stirling District Kindergarten		SE-0010992	
Primary contacts at service			
Philippa Rust Angela Feddern Susan Jenner			
Physical location of service		Physical location contact details	
Street	11 Avenue Road	Telephone	(08) 8339 2384
Suburb	Stirling	Mobile	0408 200 025
State/territory	SA	Fax	(08) 8370 1056
Postcode	5152	Email	Philippa.rust591@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	DECD	Name	Philippa Rust
Telephone	8226 1000	Telephone	(08) 8339 2384
Mobile		Mobile	0408 200 025
Fax		Fax	(08) 8370 1056
Email		Email	Philippa.rust591@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street		State/territory	SA
Suburb		Postcode	5152

Operating hours

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

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

Round times to the nearest quarter of an hour.

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8.30	8.30	8.30	8.30			
Closing time	16.00	16.00	16.00	16.00			

Additional information about your service

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

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

- Parking is quite difficult as there is a small carpark for three cars in front of the building. These are generally filled by staff. There are some parking spots along Avenue Road but parking is restricted to 2 hours only.
- We have regular excursions to the local schools so please phone ahead to arrange a suitable time to visit.

How are the children grouped at your service?

Each child has access to 2 full days a week of their choice between Monday to Thursday.

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

Philippa Rust – Acting Director / Nominated Supervisor

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: 7

Service statement of philosophy

Please insert your service's statement of philosophy here.

We believe that each child is an individual with their own unique family life and culture. Our aim is to provide a welcoming, nurturing, secure and warm environment supporting each child to reach their potential working in partnership with their family respecting parents as their first educator. We value staff diversity and recognise that all of our staff members are passionate, dynamic and professional early childhood educators. We have strong emphasis on connections with nature, sustainability and the wider community to enhance our curriculum. We foster a culture of strong relationships a respectful and cohesive team encouraging a desire for lifelong learning. Our values are:-

- Innovative
- Fun
- Vibrant
- Challenging
- Respectful
- Safe

Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

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

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


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

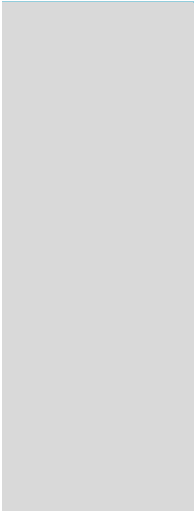
Standard/element	National Law (section) and National Regulations (regulation)	
1.3.1	regulation 177(1)(a)	Prescribed enrolment and other documents to be kept by approved provider – the documentation of child assessments or evaluations for delivery of the educational program
1.3.1	regulation 178(1)(a)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

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths	<p>Cycle of Documentation clear and precise</p> <ul style="list-style-type: none">-Use of Child's wonderings- Making the Thinking visible (to inform curriculum)-ILP's- use of the child's voice, parents voice and agreement between all stake holders/ATSI children goals in ILP's-Individual "Negotiated Educational Plans" for children with special rights/Support goals in One plans.- Use of visual slideshow to inform parents at ILP and Report Interviews.-Use of levels of language questionnaire in term 1 and 4-Use of floorbook documentation-relating back to wondering/EYLF outcomes/Lit and Num Indicators/Exec functions-Incorporating parents skills and knowledge in the curriculum-Use of Facebook private group page to inform parents everyday of their child's learning and curriculum-Use Staff profile in term 1 to get a holistic approach of a child-Use of Executive Functions in the curriculum and documentation-Incorporating the sites' inquiry process to reflect upon practice and support the goals of the QIP.-Use of different forms of communication to parents and community- newsletters, emails, Facebook, individualised notes.-Use of data collection on children's literacy and Numeracy progress in line with Professor Bob Perry's work. (Numeracy continuum)-Use of the DECD Preschool Indicators on children's Literacy and Numeracy development.-Use of the Statement of Learning (summative report) for parents and schools (term 4)-Sharing of programming with community in floorbooks, facebook and highlights of weekly successes.Use of the Reflect, Respect, Relate Observational filming to help catch children who slip through the system.-Use of informing parents of the EYLF through the floorbook, learning journals and interviews (Term 2 and 4)-Use of Learning Journals to capture examples of every child's learning. Children like to add to their folder during the year.-A USB of photos of child's year at kindy (which is presented at the End of Year performance graduation)-End of Term Learning celebration mornings with families and community (End of each term)--Incorporation of the Reggio Emilia Philosophy and Nature pedagogy in and out of the Preschool environment.-Use of One plans for children with Special rights- linking to ILP and programming-Staff meeting discussions on children's ILP's goals and progress.-Data collection on children's progress related to EYLF (end of each term)-Lit and Numeracy continuum data collected at term 1 and term 4-Lit and Num Preschool indicators data collected each week.-Individual children's observations and anecdotal notes relating back to Floorbook documentation and to the Child's ILP's/Parents Voice/Goals-Termly Overview at the beginning of each term (linking back to wonderings, ILP's and goals)-Environmental set ups and plans relating back to wonderings/ILP's and goals.-Use of PLOD's in the floorbook and to help enhance the curriculum and future planning.-Use of the "+" in extending children's learning and the emphasis on learning dispositions (linked to the Mt Lofty Partnership plan)
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- Smart board use- displaying weekly images and functions for all of community.
- How embraced we are in the community and all the places we visit each term. (eg. 6 local public and private Schools/Aged care/local shops/Art Gallery/Local Hospital/Community Library/Local theatre/Bus facilities/Bush Schools/Belair National Park/ASO/etc)
- Embracing other kindy's and inviting them to participate in our incursions at the local theatre next door.
- The children applying High Order thinking naturally when asking questions and applying Executive Functions.

Children embracing the Provocation table each week and the Provocation Mat time at Yarning Time.

- Presenting state wide and being videoed for state wide training purposes on our documentation cycle/ speaking at Training and Development sessions on making sure that children don't slip through the system and how to extend childrens learnings and the use of executive functions.
- Having many visiting sites from around the state coming to our kindy to look at documentation and programming.

Key improvements sought for Quality Area 1

Improvement Plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.12	Create more opportunities for family background and cultures to enhance our programming and curriculum.	To ensure the knowledge, culture, ideas and interests of each child are the foundation of the program.	M	<ul style="list-style-type: none"> - Invite parents and families to share their backgrounds and customs. -Celebrate all customs through celebration days and specific curriculum/programming. -Document through community floorbook. -Display successes on smartboard, facebook and newsletters. -Parents/community sharing their customs and beliefs with the children 	<ul style="list-style-type: none"> -Family customs and cultures are heard and seen in the programming and curriculum. -Floorbook documentation of the goal and measurements. -Sharing of input through facebook, website, newsletters and other forms of communication. -Feedback from parents, children, families and community. 	Twice a termly review and reflect upon the goal -Target by annual review in Nov.	April 2018 June 2018 Sept 2018 Nov 2018 – Annual Review

Quality Area 2: Children's health and safety

This quality area of the *National Quality Standard* focuses on safeguarding and promoting children's health and safety.

Quality Area 2: Standards and elements

Standard 2.1	Each child's health and physical activity is supported and promoted.	
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2	Each child is protected.	
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.



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

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3	section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)
2.2.3	section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
2.2.1	section 165	Offence to inadequately supervise children
2.1.1	section 166	Offence to use inappropriate discipline
2.2.1	section 167	Offence relating to protection of children from harm and hazards
2.2.1	section 169	Offence relating to staffing arrangements
2.2.1	section 170	Offence relating to unauthorised persons on education and care service premises
2.2.1	section 171	Offence relating to direction to exclude inappropriate persons from education and care premises
2.2.1	section 189	Emergency removal of children
2.1.2, 2.1.3, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.1.3, 2.2.1	regulation 78	Food and beverages
2.1.3, 2.2.1	regulation 79	Service providing food and beverages
2.1.3, 2.2.1	regulation 80	Weekly menu
2.1.1	regulation 81	Sleep and rest
2.2.1	regulation 82	Tobacco, drug and alcohol free environment
Standard/element	National Law (section) and National Regulations (regulation)	

2.2.1	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.2.3	regulation 84	Awareness of child protection law
2.1.2, 2.2.2, 2.2.3	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.2, 2.2.1, 2.2.2, 2.2.3	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.2, 2.2.1, 2.2.2, 2.2.3	regulation 87	Incident, injury, trauma and illness record
2.1.2	regulation 88	Infectious diseases
2.1.2	regulation 89	First aid kits
2.1.2, 2.2.1	regulation 90	Medical conditions policy
2.1.2, 2.2.1	regulation 91	Medical conditions policy to be provided to parents
2.1.2, 2.2.1	regulation 92	Medication record
2.1.2	regulation 93	Administration of medication
2.1.2	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.2	regulation 95	Procedure for administration of medication
2.1.2	regulation 96	Self-administration of medication
2.2.2	regulation 97	Emergency and evacuation procedures
2.2.2	regulation 98	Telephone or other communication equipment

Standard/element	National Law (section) and National Regulations (regulation)	
2.2.1	regulation 99	Children leaving the education and care premises
2.2.1	regulation 100	Risk assessment must be conducted before excursion
2.2.1	regulation 101	Conduct of risk assessment for excursion
2.2.1	regulation 102	Authorisation for excursions
2.1.2	regulation 136	First aid qualifications
2.2.1	regulation 161	Authorisations to be kept in enrolment record
2.1.2, 2.2.1	regulation 162	Health information to be kept in enrolment record, including the immunisation status of the child
2.2.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.2.2	regulation 161	Authorisations to be kept in enrolment record
2.2.2	regulation 162	health information to be kept in enrolment record
2.2.1	regulation 166	Children not to be alone with visitors
2.1.2, 2.1.3, 2.2.1, 2.2.2	regulation 168	Education and care service must have policies and procedures
2.1.1	regulation 168(2)(a)(v)	Education and care service must have policies and procedures in relation to sleep and rest for children

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.2.2, 2.2.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
2.1.2, 2.2.2, 2.2.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
2.2.1	regulation 274 NSW	Swimming pools
2.2.1	regulation 344 Tasmania	Safety screening clearance – staff members
2.2.1	regulation 345 Tasmania	Swimming pool prohibition

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

- Children's health concerns/issues are clearly presented for staff with plans and medication easy at hand.
- Medical plans all have been signed by doctor and clearly accessible for staff/Medication clearly labelled and in safe lockable cupboard.
- Forms for medical administration is easily accessible and documented with parent's consent/signed.
- All injuries and accidents forms are correctly filled out and presented to parents and filed.
- All staff have the necessary First Aid Qualifications and all procedures are documented and signed off by parent/first aid/witness.
- IRMS is filed out online (DECD) when necessary.
- Risk Benefit /assessments forms are filled out for all necessary situations, for example excursions, curriculum programming, etc.
- Healthy eating is promoted in the site and recycle is embraced in the curriculum/programming.
- Snack table is accessible for children during the session and educators support children in this area inline with Healthy eating Policy.
- Toilets are cleaned after each session and signed off by and ECW.
- Policies are up to date and presented to Governing council once a year for reviewing with OHSW representative.
- Emergency practices and procedures are practiced 2 x in week 5 of each term (twice a term/8 times a year)- each time documented in diary and reflected at following staff meeting.
- Emergency Procedures are clearly labelled and presented around the site.
- Sun protection is enhanced in the curriculum and supported by the community.
- High enrolments (tripled in three years – at capacity) means future enrolments procedures and practices and highly successful.
- Hygiene and processes are embedded in the program.
- Rest time after lunch is highly successful which all children participate in- eg quite reading/sensory input/relaxation music.
- All medication and risk benefit/assessment records are all maintained at the site.
- Physical Activity is promoted in the curriculum and learning experiences are developed each week.
- Self funded extra staff to create smaller ratio numbers
- Strong relationships and Partnerships with Private providers/Government Providers to support children's NEP's-Novita/Disability services/Family SA/Private Speeches/etc.
- NEP's developed in conjunction with specialist providers/supports (wrap around the child process)
- Good procedures for informing Parents asap around infections/diseases.
- Child Protection curriculum in embedded in the program and reviewed consistently through out the year.
- Toilet area cleaned twice a day and recorded on note sheet in bathroom area.
- Attendance roll sign in sheet is clearly presented at the front door entrance and checked at the beginning of each session by an ECW (noting of attendance numbers are recorded in the EYS)



Key improvements sought for Quality Area 2

Improvement Plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.1	Increase the awareness and benefits of healthy eating and the children owning their healthy choices and promoting healthy options at home. Support parent choices and influencing healthy options.	To support families and promote healthy food options and for children to inform and help parents make better choices.	M	<ul style="list-style-type: none"> -Mentoring/Role modelling for the children. -Promote healthy food to options through cooking programs, big breakfast, info packs for parents, nude food promotions, etc. -Info through newsletters, facebook, parent info sessions, curriculum programming and through ILP meetings. -Health food options shared and promoted through the SDK market in term 1 and 4. 	<ul style="list-style-type: none"> -All children involved in cooking program. -Parents taking on the information and sharing their ideas. -Lunchboxes packed with nude foods and better options. -children making their own choices of healthy food first/sharing info with their families. 	Our Annual Review in Nov 2018. End of Term reflections on progress.	April 2018 June 2018 Sept 2018 Nov 2018 – Annual Review



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Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

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

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

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



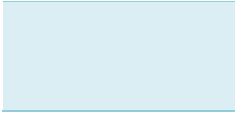
Standard/element	National Law (section) and National Regulations (regulation)	
3.1.1, 3.1.2	regulation 116	Assessments of family day care residences and approved family day care venues
3.1.1	regulation 117	Glass (additional requirement for family day care
3.1.1, 3.1.2	regulation 274 NSW	Swimming pools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

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths

- Created an environment that reflects are philosophy and beliefs
- Great feedback from community and the feeling they get when they visit.
- Continuous of Nature pedagogy through out the inside and outside environments.
- The incorporation of the European feeling of the set up and design of the environment.
- The care and passion that the staff and children have for the environment.
- The use of light in environment to create shadows and diff. perspectives.
- The set up of the French art studio in the front foyer and displaying the learning for the parents.
- The use of Natural products in the environment and having continuity of colours/interior design.
- The way we display the children's learning and work around the site and its purpose.
- The way we have been able to make a drastic change in the site with a small budget and make it flow through out the site. (purposeful presentation and set up)
- The use of Natural shade over the sand pit area and the swing area, instead of man made structures.
- The set up of donated Natural resources from families and community members to enhance the curriculum. (sustainability beyond the basics)
- Everyday our playground checklist is signed off by a staff member.
- Premises cleaned daily (checked every morning by ECW)



Key improvements sought for Quality Area 3

Improvement plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.1	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.	-Continuity of colours and look. - Natural resources wherever possible -Aesthetically pleasing to the children -Focus on bringing literacy and numeracy outside. -Focus on bringing nature inside.	M	-Weekly planning for environmental set up working on children's needs and interests. -Focus on bringing literacy and numeracy outside. -Focus on bringing nature inside.	-Observing the children engaging in literacy and numeracy in the outdoor and indoor environment. -Opportunities created in the indoor environment using natural resources. -All children accessing all areas of the curriculum.	Our Annual Review in Nov 2018 End of Term reflections on progress.	April 2018 June 2018 Sept 2018 Nov 2018 – Annual Review

Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

Quality Area 4: Standards and elements

Standard 4.1 Staffing arrangements enhance children's learning and development.		
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2 Management, educators and staff are collaborative, respectful and ethical.		
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

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

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	section 161	Offence to operate education and care service without nominated supervisor
4.1.1	section 162	Offence to operate education and care service unless responsible person is present
4.1.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1.1	section 164A	Offence relating to the education and care of children by family day care service
4.1.1	section 169	Offence relating to staffing arrangements
4.1.1	regulations 119–120	Age and supervision requirements
4.2.2	regulation 117A–117C	Minimum requirements for a person in day-to-day charge, nominated supervisor and family day care educator
4.1.1, 4.1.2	regulations 121–124	Minimum number of educators required
4.1.1	regulations 125–128	Educational qualifications for educators
4.1.1, 4.1.2	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1.1	regulations 137–143	Approval and determination of qualifications
4.1.1, 4.1.2	regulation 144	Family day care educator assistant
4.1.1	regulations 145–152	Staff and educator records—centre-based services

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulation 153	Register of family day care educators
4.1.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
4.1.1, 4.1.2, 4.2.1, 4.2.2	regulation 168(2)(i)	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.
4.2.1	regulation 169(2)(d)	Additional policies and procedures in relation to monitoring, support and supervision of family day care educators (family day care service)
4.2.1	regulation 169(2)(g)	Additional policies and procedures in relation to the provision of information, assistance and training to family day care educators (family day care service)
4.1.1	regulation 239	Centre-based service offering a preschool program in a composite class in a school
4.1.1	regulation 239A	Centre-based services in remote and very remote areas—attendance of early childhood teachers
4.1.1	regulation 240	Qualifications for educators (centre-based service)
4.1.1	regulation 241	Persons taken to hold an approved early childhood teaching qualification
4.1.1	regulation 242	Persons taken to be early childhood teachers
4.1.1	regulation 243	Persons taken to hold an approved diploma level education and care qualification
4.1.1	regulation 243A	Persons taken to hold an approved diploma level education and care qualification for regulation 128 in Queensland
4.1.1	regulation 244	Persons taken to hold an approved certificate III level education and care qualification
4.1.1	regulations 260-262 ACT	Children over preschool age – minimum number of educators and qualifications required

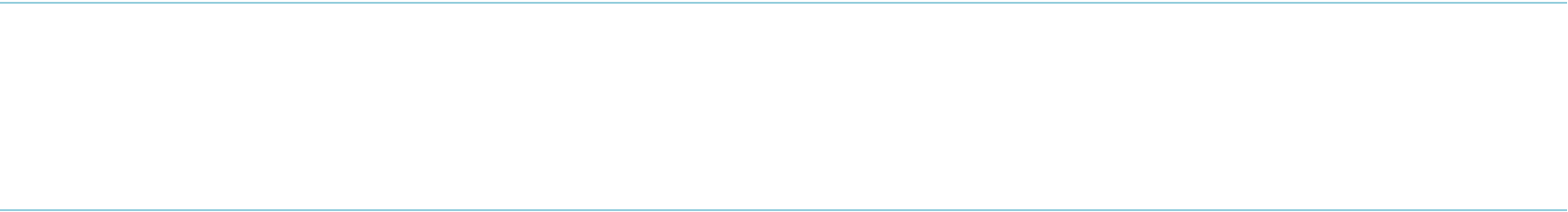
Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulations 266-267 ACT	Transitional provisions – staffing arrangements (centre-based services)
4.1.1	regulations 271-272 NSW	Minimum number of educators and qualifications and training required
4.1.1	regulation 278 NSW	Qualifications for primary contact staff members-saving
4.1.1	regulation 290 NT	General qualification requirements for educators – children over preschool age
4.1.1	Regulation 294 NT	Early childhood teacher – 60 or more children
4.1.1	regulation 385 ACT	Resignation of early childhood teacher

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths

- Used funds to create smaller child ratios in some sessions.
- All educators have the necessary Education qualifications and First Aid trained.
- All educators are involved in Performance Development Plans with the Director based on Dr Neil Carrington and Teachers Standards-linking with the sites QIP.
- All educators receive PDP 2 times a year and receive written feedback.
- All educators are involved with Training and Development that link to the sites priorities/QIP/Inquiry question. (purposeful T&D)
- All educators are highly respectful to each other and support each other. As a team we highlight each other's strengths and weaknesses.
- Staff records are kept up to date with certificates and recent Training.
- We have a site feeling and motto that our team is like a "family" and that reflects upon anyone who walks through the door.
- We constantly strive for excellence and support each other to reach higher levels.
- All of these attributes flow on through the way we have relationships with the children and families.
- Over the last three years this site has gone through many changes with new Leadership and the whole culture has changed to a warm and embracing community that wants the best for every individual that enters Stirling District Kindergarten.
- The QIP is displayed at the front foyer and in the Staff room. All Parents are informed and invited to participate in the development of the yearly QIP.
- Have rich conversations and reflect upon their practice and challenge each other's philosophies.
- Facebook Educators private group to share readings/discussions/articles/communication.
- Staff meetings held each week and we always have rich conversation around children's learning's/articles/reflect upon practice/RRR observational videos and scoring/reflect upon QIP and Inquiry question.
- Continuous reflection upon the QIP's goals at least twice a term and information gained shared at Governing Council.
- Teachers involved with local PLC's (Professional Learning Communities) to share practice, discuss readings/articles and challenge beliefs and pedagogy.



Key improvements sought for Quality Area 4

Improvement plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.2	Educators to grow their outside perspective of education in the world and challenge their own thinking and beliefs. Continue to reflect upon their practice and observe others in the field.	Educators reading early childhood articles/documents/photos from around Australia and around the world to enhance their own teaching strategies/environmental set ups/involvement with communities/challenge own beliefs and philosophies.	M	<ul style="list-style-type: none"> -Create a private Facebook group page for staff to share articles, etc. - Create opportunities to have rich conversations around curriculum and pedagogy at staff meetings. -Team teaching opportunities with other kindy's in the partnership. -Purposeful T&D sessions around the goal and QIP. -Use of RRR data to reflect upon practice and increase intentional teaching opportunities. 	All Educators being involved with the Facebook private group/sharing readings/influencing their practice/being involved in challenging conversations around pedagogy and philosophy.	Our Annual Review in Nov 2018 End of Term reflections on progress.	April 2018 June 2018 Sept 2018 Nov 2018-Annual Review End of Term reflections on progress.



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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 maintained with each child.		
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
Standard 5.2		
Each child is supported to build and maintain sensitive and responsive relationships.		
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

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

Standard/element	National Law (section) and National Regulations (regulation)	
5.1.2, 5.2.2	section 166	Offence to use inappropriate discipline
5.1.1, 5.2.1, 5.2.2	regulation 73	Educational program
5.2.1, 5.2.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 155	Interactions with children
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 156	Relationships in groups
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 168(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths	
	<ul style="list-style-type: none">-Relationship skills that we as a staff display towards children- caring, listening, display empathy, show trust, nurturing, follow thorough with questions, continuously making sure each child's voice is heard, etc.- Discuss and model protective behaviours, executive functions and virtues.-The kindy has a feeling of "strong and lasting relationships with the children"-comments from parents/visitors/community members back this sense of culture.- We believe "we walk the talk" as a staff team and create a home away from home environment.-Each child feels confident in having conversations/problem solving/respecting each other/asking for help./etc.-Create opportunities at yarnning time/small group work/environmental set ups/programming for collaborative learning.-Children apply executive functions when problem solving and for managing own behaviour.-Built strong and trusting relationships with the children, parents and community member

Key improvements sought for Quality Area 5

Improvement plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.2	The children continue to apply executive function processes to help problem solve and conflict resolution.	To create a culture that every child applies the executive function processes when problem solving and when in conflict with others.	M	<ul style="list-style-type: none"> -Apply the work we have done with Deb Lasscock and continue the training sessions. -role model the executive function processes at yarnning time and during the sessions. -use of picture story books that display these functions and scaffold the process out loud to the children. -use the RRR obs to reflect upon the progress. 	-All children naturally talking about the brain processes and executive functions on a daily basis.	Our Annual Review in Nov 2018. End of Term reflections on progress.	April 2018- June 2018- Sept 2018- Nov 2018- Annual review

Quality Area 6: Collaborative partnerships with families and communities

This quality area of the *National Quality Standard* focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

Quality Area 6: Standards and elements

Standard 6.1		
Respectful relationships with families are developed and maintained and families are supported in their parenting role.		
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2		
Collaborative partnerships enhance children's inclusion, learning and wellbeing.		
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

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

Standard/element	National Law (section) and National Regulations (regulation)	
6.1.2	section 168	Offence relating to required programs
6.1.3	section 172	Offence to fail to display prescribed information
6.1.3, 6.2.1	section 175	Offence relating to requirement to keep enrolment and other documents
6.1.1, 6.1.3	regulation 31	Condition on service approval – quality improvement plan
6.1.1, 6.1.2, 6.2.2, 6.2.3	regulation 73	Educational programs
6.1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1.3	regulation 75	Information about the educational program to be kept available
6.1.3, 6.2.2	regulation 76	Information about educational program to be given to parents
6.1.3	regulation 80	Weekly menu
6.1.1, 6.1.2, 6.1.3, 6.2.1	regulation 111	Administrative space (centre-based services)
6.1.2	regulation 155(e)	Interactions with children have regard to the family and cultural values, age, and physical and intellectual development and abilities of each child
6.1.1	regulation 157	Access for parents
6.1.1, 6.1.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
6.2.1	regulation 168(2)(j)	Education and care service must have policies and procedures in relation to interactions with children
6.1.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation
Standard/element	National Law (section) and National Regulations (regulation)	

6.1.3	regulation 171	Policies and procedures to be kept available
6.1.1, 6.1.3, 6.2.2	regulation 172	Notification of change to policies or procedures
6.1.3	regulation 173	Prescribed information is to be displayed
6.1.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1.3	regulation 181	Confidentiality of records kept by approved provider
6.1.3	regulation 182	Confidentiality of records kept by family day care educator
6.1.3	regulation 183	Storage of records and other documents
6.1.2	regulation 274A NSW	Programs for children over preschool age
6.1.2	regulation 289A NT	Programs for children over preschool age
6.1.2	regulation 298A Qld	Programs for children over preschool age

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths	<p>Strong relationships have been developed over the last three years with all the local schools, teachers, community members, local library, Aged care home professionals, etc.</p> <ul style="list-style-type: none">-We visit each school each term and which helps the children with future Transitioning.-We are seen in the community and receive positive comments from members of the community.-We have a strong belief in community which evident in our community floorbook.-We have parents constantly coming in to the kindy to share their expertise and talents.-Our culture displays a strong persona of respecting each families beliefs and customs and rejoice in each child's background.-Each child's wellbeing is put first and the kindness candle is represented at each Yarning circle.- We create opportunities for families to have input into the program through ILP's interviews, Governing council, sub-group curriculum group, discussions during sessions, community events, etc.-There is strong enrolment procedure for new families- tours of the site, Pre-Entry meetings, communication through emails, facebook and written letters and follow-ups afterwards by phone calls.-Enrolment packs are always available to community members and information on the website, (which is currently being updated after DECD not looking after sites websites anymore)-Children's wellbeing is always put first and celebrated at the many functions that happen during the year- for example End of Term Celebration Days, Remembrance Day Celebration, SDK Markets term 1 and 4, Mothers' day and Father's day Celebration Mornings, Art Show, Kindy Disco, Kindy Big Breakfast, etc. (events are usually twice a term to encompass the majority of the children)-We pride ourselves in being an inclusive site and receive feedback around this from the community.- All kindy events are published by letter and on facebook and parents consent for all activities.-Extremely positive feedback from parents around the amount of activities we do in the community and how these help their children develop life skills and dispositions.-Parents are involved with two interviews during the year to discuss their child's ILP/goals and progress.-We have a parent library for those seeking information and support from the local community agencies.-Lot's of evidence in our community floorbook.-All information around enrolments, etc is recorded on the EYS system.
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Key improvements sought for Quality Area 6

Improvement plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.2.3	We want to continue the strong relationships with the families and local community. Utilising their strengths to enhance the program and curriculum.	All children and families being part of the strong culture which celebrates all families backgrounds and customs, which influence the programming and planning. -Ensure all children experience excursions within the local community	M	-Making sure that each term we book the excursions on different days (rote dates) so all children have an opportunity. -Reflect at the end of each term which child attend what function or excursion. -Negotiate with schools to change day visits each term. -Special events- twice in a week to capture most of the families.	-All children having the opportunity to experience a couple of community events /excursion/local school visit during the term.	Our Annual Review in Nov 2018. End of Term reflections on progress.	April 2018- June 2018- Sept 2018- Nov 2018 – Annual review

Quality Area 7: Governance and Leadership

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

Quality Area 7: Standards and elements

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

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

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

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



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

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

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

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

Quality Improvement Plan for Quality Area 7

Summary of Strengths

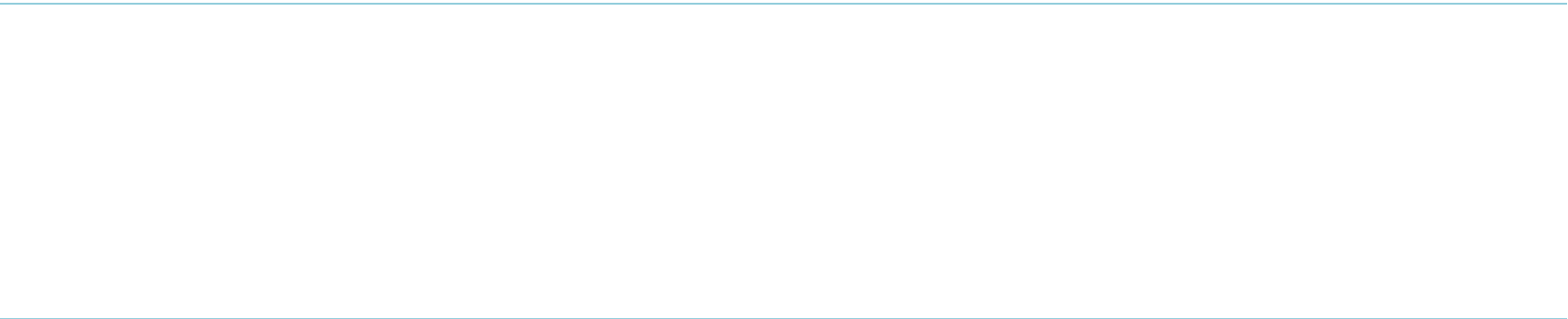
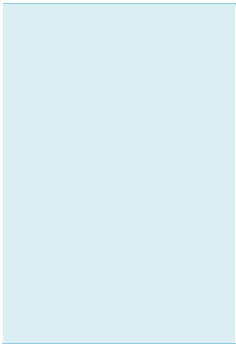
Strengths

Governing council has a great feeling of a “Family” and meet twice a term.

- Parent, family and GC feedback used to enhance programs and changes. (annual reports, emails, interviews, special events, etc)
- All educators are involved in Performance Development Plans with the Director based on Dr Neil Carrington and Teachers Standards-linking with the sites QIP.
- All educators receive PDP 2 times a year and receive written feedback.
- All educators are involved with Training and Development that link to the sites priorities/QIP/Inquiry question. (purposeful T&D)
- All educators are highly respectful to each other and support each other. As a team we highlight each other’s strengths and weaknesses.
- Staff records are kept up to date with certificates and recent Training.
- We have a site feeling and motto that our team is like a “family” and that reflects upon anyone who walks through the door.
- Induction folder for all new staff/volunteers is available and continuously updated.
- Large number of parents on the Governing council and they enjoy coming to meetings.
- Philosophy is shared with Governing council each year and reflected upon and it’s in each child’s Learning Journal.
- Use of level 2 scans and continuous reflection upon practice, pedagogy, Inquiry and QIP. (staff meetings/closure days)
- Educators skills and talents are supported and contribute to the curriculum.
- Staff wellbeing questionnaires are held each year in term 3 and results are discussed at a staff meeting.
- Staff are aware of the sites policies and procedures and the code of ethics document.
- Criminal checks are all up to date and recorded on HR system and volunteers have their police check-witnessed and recorded by Director.
- Attendance and enrolment records are all kept in written format and in electronic form in the EYS system.
- All records are kept on premises in line with the DECD policies and procedures.

Good balance between managing a site and leading the curriculum-Leadership role at the site

- Teachers involved with local PLC’s (Professional Learning Communities) to share practice, discuss readings/articles and challenge beliefs and pedagogy.
- Leadership involvement as a state-wide representative for Preschools of South Australia.
- Leadership PLC’s and Partnership involvement.
- Leadership representation in State Office developing Lit and Num documentation and data collection processes for DECD.
- Staff presenting to local Preschools/staff from sites from around the state visiting the site and at state-wide Leadership presentations on Documentation/Environmental plans.



Key improvements sought for Quality Area 7

Improvement plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2.2	Due to high numbers of enrolments we want to continue the culture of continuous improvement and waning to strive for excellence	To continue our culture of continuous improvement even with the extra number of children and increase of documentation.	M	-Continuous reflective opportunities at staff meetings. -Reflect upon how documentation is going and how the data collection is progressing. -Reflect upon the environment and set up and seeing if all children are accessing. -PDP conversations and the links to the QIP and goal we are striving to achieve.	Our culture of continuous improvement is not affected by the high numbers of children and the increase of workload.	Our Annual Review in Nov 2018. End of Term reflections on progress.	April 2018- June 2018- Sept 2018- Nov 2018 – Annual Review

