



Australian Children's
Education & Care
Quality Authority

Mary Bywaters Memorial Kindergarten

Quality Improvement Plan template

2016

Service details

| | |
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| Service name | Service approval number |
| Mary Bywaters Memorial Kindergarten | SE-00010613 |
| Primary contact at service | |
| Janet Buxton | |
| Physical location of service | Physical location contact details |
| Street: 54 Corn Street | Telephone: 8381 2904 |
| Suburb: Old Reynella | Mobile: |
| State/territory: SA | Fax: 8322 8749 |
| Postcode: 5161 | Email: dl.3649.leaders@schools.sa.edu.au |
| Approved Provider | Nominated Supervisor |
| Primary contact: Janet Buxton | Name: Janet Buxton |
| Telephone: 8381 2904 | Telephone: 8381 2904 |
| Mobile: | Mobile: |
| Fax: 8322 8749 | Fax: 8322 8749 |
| Email: janet.buxton376@schools.sa.edu.au | Email: janet.buxton376@schools.sa.edu.au |

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 | 08:30 | 08:30 | 08:30 | 08:30 | 08:30 | | |
| Closing time | 15:00 | 15:00 | 15:00 | 15:00 | 13:30 | | |

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.

Parking is available at the front of the kindergarten property, with some parking spaces reserved for the childcare bus and for 'pram users'. More parking is also available on council land adjacent to the kindergarten car park.

We have a Panalatinga Partnership pupil-free day scheduled for Friday 3 June and a special Night Time Kindy session on Wednesday 18 May.

School holidays are Monday 18/04/15 to Friday 29-04-15; Monday 11-07-15 to Friday 14-07-15; Monday 03-10-15 to Friday 14-10-15

How are the children grouped at your service?

Children attend in 2 distinct groups:

"Gum Nuts" attend on Mondays, Tuesdays and 4 alternate Fridays each term (beginning on the first Friday of the term).

"Desert Peas" attend on Wednesdays, Thursdays and 4 alternate Fridays each term (beginning on the second Friday of the term).

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

Nominated Supervisor, Janet Buxton (Preschool Director)

Service statement of philosophy

Please insert your service's statement of philosophy here.

Preschool education has been present in Reynella since shortly after the end of World War II, when a small group of mothers worked to establish a preschool kindergarten in Reynella. The kindergarten was opened on August 16th, 1947 in the Reynella Methodist Sunday School Hall, moving to the Reynella Memorial Hall in December 1954. A purpose-built kindergarten opened in April, 1973 and was named to honour the memory of Miss Mary Bywaters, who contributed to the initial development of the first kindergarten. She had a deep love of small children, was concerned about their welfare and development and dedicated her life to their education. We aim to continue this legacy.

We believe that each child is a unique and special individual. We are committed to helping each child to achieve their potential by providing a safe, secure and responsive learning environment.

It is our desire that children will have fun as they engage in play and will be enthusiastic in their learning. We encourage children to explore, experiment, create, imagine, wonder, solve problems, take risks, make discoveries and experience success in their learning.

We acknowledge the primary role of the family in a child's life and learning. We recognise that each family is unique and we value the insights parents can give us about their child. We seek to partner with families to meet their child's needs and promote development and learning.

We believe that children need strong, secure relationships with their educators in order to thrive, develop confidence and resilience and experience a sense of belonging in the kindergarten setting.

As educators we nurture each child, scaffold their learning, ask questions, give opportunities for them to initiate their own learning, and engage them intentionally in teaching and learning.

Our kindergarten community is enriched by the diversity amongst our families. We believe we can learn from one another. We believe it is important to raise awareness in our children of cultural diversity and an appreciation of Australia's Aboriginal and Torres Strait Islander heritage and culture.

We value our links within our local community.

The values of trust, respect, care, equity, excellence and fun are important in all that we do at Mary Bywaters Memorial Kindergarten.

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

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|---------------------|--|--|
| Standard 1.1 | An approved learning framework informs the development of a curriculum that enhances each child's learning and development. | |
| | Element 1.1.1 | Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. |
| | Element 1.1.2 | Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program. |
| | Element 1.1.3 | The program, including routines, is organised in ways that maximise opportunities for each child's learning. |
| | Element 1.1.4 | The documentation about each child's program and progress is available to families. |
| | Element 1.1.5 | Every child is supported to participate in the program. |
| | Element 1.1.6 | Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world. |
| Standard 1.2 | Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child. | |
| | Element 1.2.1 | Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation. |
| | Element 1.2.2 | Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning. |
| | Element 1.2.3 | Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program. |

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

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

Quality Improvement Plan for QA1

Summary of strengths for QA1

| Strengths |
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| <p>At enrolment, parents are invited to provide information about their child's interests and abilities and their family culture. This is the first step in building a profile of each child. When children bring items of interest or significance to them to kindy, they are recognised and used in the learning program. Children's preferences and interests are strongly represented in our Learning Program.</p> <p>The Early Years Learning Framework and Indicators of Preschool Numeracy and Literacy are the documents used for curriculum decision-making and planning an engaging learning program. Educators critically reflect on children's learning and development, both individually and as a staff team.</p> <p>Each child's learning journey is illustrated in a Learning Folder of work samples, photos and learning stories. It provides evidence of the child's progress and interests within the Learning Outcomes. Children develop a strong sense of ownership of their Learning Folder over the course of the year. The folders are available at all times for parents to access. We often see a parent and child looking at the Learning Folder together at the start or end of the day. Parents tell us they value the records of their child's learning.</p> <p>Routines are introduced to the year's new children. We are very responsive to children's needs, adjusting the daily routines as needed, with the aim of ensuring all children's well-being as far as possible. Through the year routines are modified according to the children's development.</p> <p>Parent feedback is overwhelmingly positive regarding the learning program and the progress of their child during their year at kindergarten, according to the annual parent opinion survey.</p> |

Key improvements sought for QA1

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| Standard/element 1.2.1 | Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation. |
| | <p data-bbox="358 320 577 347">Identified issue</p> <p data-bbox="600 320 2148 384">Ways of assessing children's learning and development need to be meaningful and manageable, with assessment incorporated more effectively into the planning cycle.</p> <p data-bbox="600 384 2148 443">Numeracy is an area in which we want to develop more expertise and include in more areas of the Learning Program. Implementation of the Indicators of Preschool Numeracy and Literacy needs to gather momentum.</p> <p data-bbox="600 443 2148 475">At the start of the year, lots of children say "I can't", especially when faced with self-help skills they are still developing.</p> |

Improvement Plan

| Standard/element | What outcome or goal do we seek? | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when? | Progress notes |
|------------------|---|------------------|---|--|---------------|---|
| 1.2.1 | All children's achievement and progress in numeracy and literacy are assessed, documented and used in the curriculum planning cycle | H | Discuss and document a cycle of curriculum planning. Establish meaningful and manageable ways to track and children's learning and development. Incorporate the Indicators of Preschool Numeracy and Literacy. Develop a system to review each child's progress. | 100% of children have a record of learning progress documented Each child's Statement of Learning at the end of the year describes progress and achievement in relation to the Indicators of Preschool Numeracy | End of year | February - 2 teachers attended an Early Years Leader's session on the Indicators of Preschool Numeracy 7 Literacy The director and lead teacher will attend Results plus sessions to explore intervention, pedagogy, tracking and monitoring children's progress and using a cycle of improvement. |
| | | H | Introduce the word "...yet" when children say "I can't". Encourage children to be persistent, to have a try and to keep on trying. | Children use "...yet" and keep on trying. | End of Term 2 | Children's efforts on the monkey bars give lots of opportunities for educators to say "You can't ...yet" and encourage them to try again tomorrow. This is then applied in other learning situations. |

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

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| 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) | |

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|----------------------------|-----------------------------|--|
| 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 |

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| 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

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| Strengths | <p>Communication with parents about children’s health needs when they commence at kindergarten is a high priority. Educators undertake professional development to meet these needs and implement strategies on a daily basis.</p> <p>Education about hygiene practices is given a high priority.</p> <p>This centre has had a history of being involved in programmes to promote healthy eating and physical activity, such as HEPA (Healthy Eating and Physical Activity), OPAL (Obesity Prevention and Lifestyle) and Little Athletics. This continues to be a strong focus, both with the children and in our encouragement to families. Planned excursions and community events, and spontaneous activities reflect the priority that physical activity is given at this kindergarten.</p> <p>Supervision is collaborative among the educators to ensure safety for all. Children learn (with visual symbols) within their first week about the areas where they are permitted to play outside at any given time.</p> <p>Emergency procedures are taught and practised. By Term 4 last year the practices went smoothly and children were quickly escorted to the ‘safe area.’</p> |
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Key improvements sought for QA2

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| Standard/element 2.1.1 | Each child’s health needs are supported. | |
| | Identified issue | The particular needs of children with multiple complex health needs are supported |
| Standard/element 2.1.4 | Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines | |
| | Identified issue | Our infection control procedures need to be effective in order to maximise the attendance of children with multiple complex health needs. |

Improvement Plan

| Standard/ element | What outcome or goal do we seek? | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when? | Progress notes |
|----------------------|---|------------------|---|--|---------------------|---|
| 2.1.1 | Health needs of identified children are supported with a health management plan | H | <p>Education for all educators about diabetes, blood sugar levels testing and treating hypoglycaemia. Staff become confident to do daily testing and identify critical times in which to seek additional support.</p> <p>Document processes for meeting children's needs.</p> | <p>100% of children requiring support have a health support plan.</p> <p>100% of educators are trained to meet the health support needs of children.</p> | Throughout the year | <p>Staff received excellent PD from the FMC Diabetes Educator. Parents did testing in the first 2 weeks this year to ensure educators were consistently familiar with the procedures.</p> <p>We are developing good working partnerships with the parents and grandparents.</p> |
| 2.1.4 | High standards of infection control | H | <p>Teach all children good hand hygiene and how to manage sneezes and coughs.</p> <p>Teach all children other self-care skills as required.</p> <p>Communicate with parents about not attending when their child has an infection.</p> <p>Inform parents about not bringing sick siblings into the kindergarten.</p> <p>Request that children are collected when there may be the possibility of illness.</p> | Attendance of an immuno-compromised child is maximised. | Throughout the year | <p>We are teaching the children to "catch their cough or sneeze" in their elbow rather than their hand.</p> <p>We have added an additional occasion of hand-washing by asking parents to take their children to wash their hands as part of their routine when they arrive in the morning.</p> <p>This was communicated in a newsletter at the end of Term 1.</p> |

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

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| 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 | |

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|--|--|---|
| | 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

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| Strengths | <p>This kindergarten has an attractive and interesting garden which is a wonderful outdoor play space for children. There are many aspects of the natural environment present in which to involve the children. Parents contribute each year by helping with maintenance and further development. Visitors regularly give positive comments about the stimulating environment for children. This centre embodies the word kindergarten – Children’s Garden.</p> <p>Children are able to choose from a variety of play spaces, activities, learning opportunities, challenges, and group or individual pursuits. Access to all areas is enabled via wide doors. There is a ramp to the upper play area.</p> <p>The vegetable garden, fruit trees, butterfly garden, worm farm, recycling and compost bins enable us to introduce to each new group of children the interdependence of people, animals, plants and natural environments and begin their journey towards becoming environmentally informed and responsible.</p> <p>This is a well-resourced kindergarten, with thoughtful use of resources to promote children’s participation.</p> <p>The centre is able to cater for up to 45 children, with acoustic improvements carried out in 2013 to meet the needs of a hearing impaired child being of benefit to all children. The addition of more blinds to our verandah has made this an additional versatile all-weather space.</p> <p>As the centre’s facilities and resources age, we continue to upgrade, prioritising as needed, to maintain the centre and its resources in good condition.</p> <p>Children are involved in collecting food scraps, taking these to the compost bins or the worm farm, and reducing rubbish through the Nude Food program. There is learning about how to make compost (using food scraps, shredded paper, trimmings from shrubs, our enormous amount of autumn leaves), use worm juice, and growing and using vegetables. Sustainable practices are often a topic of spontaneous learning. Information is given to parents and families are encouraged to adopt these. Some children tell us about their own little vegetable gardens at home.</p> |
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Key improvements sought for QA3

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| Standard/element 3.1.1 | Outdoor spaces ... are suitable for their purpose. |
| Identified issue | Paths in upper play area are beginning to degrade; retaining of soft-fall areas needs to be upgraded; fencing of small area at front of property needs to be changed. |
| Standard/element 3.1.3 | Facilities are designed or adapted to ensure access and participation by every child in the service |
| Identified issue | Our kindergarten building does not have a suitable area to accommodate an electric change table, which is required for this year. |

Improvement plan

| Standard/element | What outcome or goal do we seek? | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when? | Progress notes |
|------------------|--|------------------|--|-------------------------|--|--|
| 3.1.1 | Outdoor spaces are safe and suitable for their purpose. | H | <p>Replace paths in upper play area.</p> <p>Upgrade edging to retain soft-fall material</p> <p>Install fencing in front corner of lower play area.</p> | Work is completed | <p>End of Term 2</p> <p>End of Term 2</p> <p>End of Term 3</p> | <p>Contractor's quote accepted and work will be done in Term 2</p> <p>Contractor/s to quote</p> |
| 3.1.3 | Provision of an area suitably modified for changing, allowing privacy and multiple educator supervision. | H | <p>Communicate with Special Educator and DECD officers.</p> <p>Consult with Asset Services re placement and design of modifications.</p> <p>Apply to SERU for loan of an electric change table.</p> <p>Modifications are undertaken by contractor.</p> | Change area is provided | Term 1 | <p>Change table supplied by SERU.</p> <p>Consultation and approval process took 6 months.</p> <p>Modifications were undertaken early in Term 1, funded by DECD</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

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| 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

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| Strengths | <p>All educators, including relief staff, are suitably qualified. The expertise of individual educators is recognised and used for the benefit of the whole centre, eg sustainability interest, admin expertise, IT capacity.</p> <p>Our staff team has been stable for the past 4 years, enabling parents and children to develop positive working relationships with us.</p> <p>Our educators work together as a well-functioning team. We are supportive of one another, collaborative and flexible. Parents comment on how well they see this happening.</p> <p>Supervision in our large outdoor area, which has 2 distinct areas, is managed by training the children about where they can play (upstairs only, downstairs only or upstairs & downstairs). Children respond very well to requests to move to a supervised area to ensure safety for all. With this strategy we are able to maintain staff-child ratios outside throughout the day.</p> <p>Respect and ethical conduct is a high priority for all educators.</p> <p>We remind one another from time to time to recognise our efforts and affirm one another, especially when we try a new strategy or deal with a difficult situation</p> |
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Key improvements sought for QA4

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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 |
|----------------------|-------------------------------------|---------------------|--|-----------------|----------|----------------|
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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

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| 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

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| Strengths | <p>At the beginning of each year we give priority to building positive, respectful, nurturing relationships with all children and learning about their individual personalities, preferences and interests.</p> <p>We support and encourage children to engage with educators and other children, taking into account their different needs.</p> <p>Building educator-child relationships and relationships between children are priorities. We aim to encourage all children to be involved in our learning program by discussing individual children's needs in staff meetings and we use a range of strategies to include each child and increase their confidence and security.</p> <p>We seek the assistance of Support Services when additional support and learning is needed in relation to children's behaviour. We have introduced the metaphor of the Elephant and Rider (Executive Function, Impulse inhibition) to help children manage their behaviour as well as strategies for individual children. Child Protection Curriculum proactive in catering for individual physical needs of children with significant health issues.</p> |
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Key improvements sought for QA5

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| Standard/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. |
| Identified issue | Educators want to develop new skills in helping children to increase their self-regulation. |

Improvement plan

| Standard/element | What outcome or goal do we seek? | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when? | Progress notes |
|------------------|---|------------------|--|---|---------------|---|
| 5.2.2 | Educators develop skills in educating children and supporting their self-regulation | H | <p>Introduce our “3 Rules” at the beginning of the year:</p> <ul style="list-style-type: none"> • Be kind to everyone • Be safe all the time • Look after our kindergarten <p>Educators become familiar with Executive Functions and plan to introduce this learning to the children.</p> <p>Provide opportunities for the children to learn about their brains. Introduce the Executive Function of impulse inhibition using the elephant and rider metaphor</p> | <p>100% of educators receive professional development in Executive Functions.</p> <p>Children’s learning folders contain Learning Stories that include children’s growing understanding of self-regulation.</p> | End of Term 1 | <p>Term 1: Children are now familiar with our 3 rules, which are documented in a photo display and Learning Stories. Children learned about their brains (Term 1 weeks 6-8), then the elephant and rider metaphor was introduced (week 9). We are beginning to hear children refer to the elephant and rider during play.</p> |

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

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| 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 |

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| 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

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| Strengths | <p>We have refined our enrolment processes since the introduction of the “Same First Day”. We take expressions of interest throughout the year, schedule a tour opportunity each month, confirm places in our two groups early in Term 3, complete enrolment processes following this, offer two information meetings (a morning and an evening, in response to Governing Council feedback), and offer orientation visits in Term 4. Parents who give information about their child’s learning or health needs are given the opportunity to meet with staff prior to the orientation visits. We are then able to put provisions in place. Our speech pathologist attends the orientation visits to interact with identified children and have discussions with parents. This enables us to refer children as early as possible and have Preschool Support in place for some children from the start of the year.</p> <p>Governing Council is a way parents can make a significant contribution to decision-making in our service. In the past 3 years we have had sufficient parents nominating and committing for the year. Each year the Governing Council has developed into a highly productive working group. Last year a Governing Council member volunteered to come to each of the two parent information meetings and explain the role of the Governing Council and the benefits of being involved. As a direct result we had 11 nominations. Parents are encouraged to become actively involved in the kindergarten in a variety of other ways also, starting with families being invited to volunteer to join the summer watering roster during the holidays prior to their child starting kindergarten. For the past 2 summers families have enjoyed coming to the kindergarten with their children (eg bringing a picnic morning tea or evening meal) and also fulfilling a valuable role. At enrolment, parents receive a list where they can indicate ways they could help the kindergarten. The list includes covering new books, helping with creative activities, taking home washing, blow vac. roster.</p> <p>Information about our service is available on our website and parents often find our email address or phone number there to make their initial contact. Our information booklet gives extensive information and is also accessible there. During the year, kindy families receive information via emails or posters on the verandah pinboard, where our Learning Program is also displayed.</p> <p>We actively seek to include the expertise of parents, such as playing a musical instrument or sharing an aspect of their work (eg fire officer, police</p> |
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officer, ambulance officer...). Parents can make valued contributions to the children’s learning.

Many parents initiate communication with educators about the needs of their children. If longer conversations are needed, we arrange for meetings. Some parents communicate with the director via email. Both of these methods of communication may result in Learning Plans being collaboratively developed for the child. There are also two scheduled times offered each year for parent-teacher conversations.

We provide opportunities for the kindergarten community to participate in community events during the year. Our Harmony Day Fun events in Term 1 were well attended and parents and grandparents made appreciative comments to staff as they departed. There are more planned for later in the year.

At our entrance there is a folder containing information about a range of community services and resources. Often we become aware of a need during a conversation with a parent and can direct them to the appropriate information. We can refer to the Family Services Officer at Woodcroft Heights Children’s Centre, which also hosts parenting courses on a regular basis.

Access to inclusion and support assistance is given a high priority, through early identification of needs and close collaboration with our Special Educator, Speech Pathologist and other support professionals.

Historically this kindergarten has had strong connections with the local community. We promote the children’s knowledge about, and familiarity with, the “village” of Old Reynella in our learning program, eg going for local walks. An ongoing partnership with the local nursing home is well established and has mutual benefits for both services. We have a relationship with the local CWA group, which meets here regularly and holds stalls for Mothers Day and Christmas each year, where hand-made gifts can be purchased. We participate in the annual Kindy Art Show organised by our local Federal politician Amanda Rishworth. We have well-established relationships with two childcare centres which bring and collect children to access our preschool education program.

Key improvements sought for QA6

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| Standard/element 6.3.2 | Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities. |
| Identified issue | A large number of destination schools (29 schools last year) makes this a complex process and requires a coordinated approach. |

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 | Development of a process to ensure that relevant information about children is shared with their schools in a timely way. This process is documented | M | <p>Liaise with schools in Term 3 to begin meetings regarding targeted children. Include support services personnel where relevant. Continue in Term 4.</p> <p>Liaise with schools for Reception teachers to visit. Information provided to schools includes children's voice.</p> | Schools are well-informed regarding targeted children. | Term 4 | Term 1: Sharing with the school about provisions for a child with multiple complex health needs has begun |

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

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| 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. |

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 |

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| 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

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| Strengths | <p>In the past 4 years parents have become involved in the Governing Council. Each year a new group has developed into a productive group to make decisions on behalf of the kindergarten community.</p> <p>Induction is a priority for new relief staff, students and volunteers.</p> <p>Continuity of relief staff is implemented whenever possible, so that children form relationships with them. Families acknowledge how much they value this by including thank you gifts at the end of the year for high frequency relief staff, along with regular staff!</p> <p>The Director ensures that Child-related screenings are undertaken where appropriate, so that adults involved in the service are “fit and proper”.</p> <p>Staff give feedback that they believe they are well-informed about the wide variety of matters involved in the operation of the kindergarten. The smooth running of the kindergarten is the result of a collaborative effort.</p> <p>Parent survey responses indicate families are happy with the way the kindergarten is managed.</p> <p>Educators are active participants in the Panalatinga Partnership and the Preschool professional learning community.</p> |
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Key improvements sought for QA7

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| Standard/element 7.1.2 | The induction of educators, co-ordinators and staff members is comprehensive. |
| Identified issue | Comprehensive induction material is required for educators replacing the director or educators on extended leave, so that the transition is smooth. |

Improvement plan

| Standard/ element | What outcome or goal do we seek? | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when? | Progress notes |
|----------------------|---|---------------------|--|---|----------|--|
| 7.1.2 | Effective induction of replacement staff | M | <p>Comprehensive induction information is prepared for the replacement director who will be here in Term 2</p> <p>Replacement staff for teachers and ECWs on long service leave are well inducted.</p> | There is a smooth transition for replacement director and other educators | Term 1 | A comprehensive induction template has been used to prepare the replacement director for a 5 week placement in Term 2. |