



Australian Children's
Education & Care
Quality Authority

Appendix 2: Quality Improvement Plan template

OCTOBER 2011

Service details

Service name	Service approval number
Naracoorte North Kindergarten	SE-00010701
Primary contact at service	
Jill Wight	
Physical location of service	Physical location contact details
Street: 39 Park Terrace Suburb: Naracoorte State/territory: South Australia Postcode: 5271	Telephone: 08 87621581 Mobile: 0409621581 Fax: 87623392 Email: jwight@naracoortekgn.sa.edu.au
Approved Provider : Department for Education and Child Development	Nominated Supervisor
Primary contact Trish Stachan Interim Head of Child Development Telephone: Mobile: Fax: Email:	Name: Jillian [Jill] Wight Telephone: 87621581 Mobile: 0409621581 Fax: 87623392 Email: jwight@naracoortekgn.sa.edu.au
Postal address (if different to physical location of service)	
Street: Suburb: State/territory: Postcode:	

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided.

For centre-based services, this does not include non-contact hours for staff. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. Round times to the nearest quarter of an hour.

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8.45	8.45	8.45	8.45	8.45 - 11.00		
Closing time	15.15	15.15	15.15	15.15			

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.

There is a sealed Car park. The Kindergarten is open during the School Terms only.

The Kindergarten operates 5 full days.

We are co-located with a Childcare Centre and are currently investigating the possibility of being an Integrated Site

Play group sessions operate Monday through to Thursday - 9.30am to 11.00 am and in the afternoons 1.00 pm to 2.30 pm, if and as required.

We have a close affiliation with the near by Naracoorte Primary School.

Although Naracoorte Primary School is our main Feeder School, we also transition Children to Naracoorte South Primary, Sunrise Christian School, Frances Primary School and Edenhope College

We will commence Universal Access Term 2 2012

How are the children grouped at your service?

Children usually attend full day sessions. This accommodates Children using the adjoining Childcare Centre, Rural Children, attending Kindergarten by bus and working Families. Children accessing Universal Access are either attending an extra day a fortnight [5 day fortnight] or another ½ day a week. [2 ½ day a week]. These options equate to a 30 hour fortnight and a 15 hour week respectively. Currently, Pre entry is held on Friday morning between 8.45 am and 11.00 am.

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

Nominated Supervisor, Jill Wight

Service statement of philosophy

Please insert your service's statement of philosophy here.

Naracoorte North Kindergarten Philosophy Statement

The Narcoorte North Kindergarten offers a, Pre School and Playgroup programs with a rich indoor and outdoor learning environment.

Philosophy

Curriculum and Learning

We believe learning is lifelong and in the importance of providing opportunities for all community members (staff, children and families) to engage in active learning. Children learn through play and are offered a program based on current curriculum and research.

We believe:

- ❖ Children have the right to play in a caring, fair and inclusive learning environment.
- ❖ Children have the right to engage in, and enjoy a variety of experiences to encourage lifelong learning.
- ❖ Families have a right to contribute in their children's ongoing learning and development.
- ❖ Staff have the right to be supported in their ongoing professional development and learning.

Therefore we will strive to:

- ❖ Provide challenging learning experiences giving children opportunities to discover, create, improvise, imagine, problem solve, test ideas, challenge thinking and engage in meaningful conversations.
- ❖ Create an environment that enhances children's learning and connectedness with the world around them.
- ❖ Provide a structured daily routine which is flexible to meet individual needs.
- ❖ Be professional in engaging in a cycle of continuous reflection and improvement.
- ❖ Document and share children's ongoing learning and development.
- ❖ Encourage the development of independence, personal respect and self worth.
- ❖ Provide opportunities and support for staff to access ongoing professional development.

Partnerships

We recognize and value the role of families as primary care givers and the importance of relationships in children's learning. We aim to create a connected environment where families and staff value each other's perspectives, and where skills and experiences can be brought together to ensure a high standard of care and learning. We value the partnership between our centre and the wider community.

We believe:

- ❖ Children benefit from families and staff working in partnership.
- ❖ Children, families and staff have the right to be acknowledged, consulted, informed and involved in decision making.
- ❖ In the importance of developing nurturing secure relationships that foster confidence, mutual respect and that values individuality.
- ❖ In being open and transparent.

Therefore we will strive to:

- ❖ Ensure children, families and staff are consulted and that their perspectives, feedback and ideas inform our decision making.
- ❖ Foster a culture of open and positive communications.
- ❖ Promote a positive team environment.
- ❖ Involve the wider community where appropriate.

Wellbeing

We recognize, respect and honour the uniqueness of individual children, families and staff within our Programs. We understand the importance of providing a safe and secure environment that is inclusive and responsive to the physical and emotional wellbeing of children, families and staff.

We believe:

- ❖ That everyone has the right to a sense of belonging and connectedness to the Service.
- ❖ Children, families and staff have the right to a safe environment which recognizes and respects individual cultural values and beliefs.

Therefore we will strive to:

- ❖ Encourage respect for individuals.
- ❖ Listen to and respond sensitively to all.
- ❖ Provide an environment that is safe, secure and responsive to individual physical and emotional needs.
- ❖ Build secure, respectful and trusting relationships.

1

Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

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



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

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

Quality Improvement Plan for QA1

Summary of strengths for QA1

Strengths	<ul style="list-style-type: none"> • The Early Years Learning Framework is used by all Staff for Curriculum planning and programming practices and reporting • The program is displayed at the Centre as well as disseminated to Families. • Displays used to report to Families using EYLF Learning Outcomes • A Curriculum Package has been given to Families to give them information about the EYLF. This has been devised by Staff to demonstrate the linking of the Centre Program, ILP'S and the Children's Portfolio's – demonstration a cyclic approach to Children's Learning. • A flexible program to meet the needs of Children's learning and time for extended play. • Recognition of the importance of Learning through Play • FLIP a program developed between the Kindergarten and the Reception class - a strong working relationship between the Naracoorte Primary and the Kindergarten • A positive working relationship with the Childcare Centre
------------------	---

Key improvements sought for QA1

Standard/element 1.1.4	The documentation about each child's program and progress is available to families
Identified issue	Self Assessment identified our process of informing Families of their Child's Learning needed to be improved and we need to ensure a comprehensive way of enabling Families to receive this information

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.4	More effective communication with Families & about documentation of their Child's learning and the access to their Profile Books.	H	<p>-Curriculum Package to be disseminated to all Families – including a Flow Chart of how assessing and reporting at our Centre culminates into the Summative Report at the end of their time at Kindergarten</p> <p>-Include in the existing Flow Chart - Parent Comment</p> <p>- Establish a set time line that all Profile books are sent home for Parents to review & record feedback</p> <p>-Ensure ILP'S are included in the Profile Books</p> <p>-Investigate possibility of an Information Evening to explain the Curriculum, Portfolios, Curriculum Packages, ILP's, Centre Program – particularly for Single Intake 2013.</p>	<p>- Families have the information</p> <p>-Included in the Flow Chart</p> <p>- Developing a time line, T2 of the Child's eligible year</p> <p>- Develop a Performa for recording viewing dates and any feedback</p> <p>- Parent participation in the evening</p> <p>- Feedback as to it's effectiveness</p>	<p>At the beginning of each term for the new Families</p> <p>End T 3 2012</p> <p>End T 1 2013</p>	<p>- See Flow Chart 22/3/12</p>

Quality Area 2: Children’s health and safety

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

Quality Area 2: Standards and elements

Standard 2.1	Each child’s health is promoted.	
	Element 2.1.1	Each child’s health needs are supported.
	Element 2.1.2	Each child’s comfort is provided for and there are appropriate opportunities to meet each child’s need for sleep, rest and relaxation.
	Element 2.1.3	Effective hygiene practices are promoted and implemented.
	Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
Standard 2.2	Healthy eating and physical activity are embedded in the program for children.	
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
Standard 2.3	Each child is protected.	
	Element 2.3.1	Children are adequately supervised at all times.
	Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
	Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.

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

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.3.1, 2.3.2	section 165	Offence to inadequately supervise children
2.3.2	section 167	Offence relating to protection of children from harm and hazards
2.1.3, 2.1.4, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.2.1	regulation 78	Food and beverages
2.2.1	regulation 79	Service providing food and beverages
2.2.1	regulation 80	Weekly menu
2.1.2	regulation 81	Sleep and rest
2.3.2	regulation 82	Tobacco, drug and alcohol free environment
2.3.2	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.3.4	regulation 84	Awareness of child protection law
2.1.4, 2.3.3, 2.3.4	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.4, 2.3.3, 2.3.4	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.4, 2.3.3, 2.3.4	regulation 87	Incident, injury, trauma and illness record
2.1.4	regulation 88	Infectious diseases
2.1.4	regulation 89	First aid kits
Standard/element	National Law (section) and National Regulations (regulation)	

2.1.1, 2.1.4, 2.3.2	regulation 90	Medical conditions policy
2.1.1, 2.1.4, 2.3.2	regulation 91	Medical conditions policy to be provided to parents
2.1.1, 2.1.4	regulation 92	Medication record
2.1.1, 2.1.4	regulation 93	Administration of medication
2.1.1, 2.1.4	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.1, 2.1.4	regulation 95	Procedure for administration of medication
2.1.1, 2.1.4	regulation 96	Self-administration of medication
2.3.3	regulation 97	Emergency and evacuation procedures
2.3.3	regulation 98	Telephone or other communication equipment
2.3.2	regulation 99	Children leaving the education and care premises
2.3.1, 2.3.2	regulation 100	Risk assessment must be conducted before excursion
2.3.1, 2.3.2	regulation 101	Conduct of risk assessment for excursion
2.3.1, 2.3.2	regulation 102	Authorisation for excursions
	Related requirements	
2.3.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.1.1, 2.3.2, 2.3.3	regulation 161	Authorisations to be kept in enrolment record
2.1.1, 2.1.4, 2.3.2, 2.3.3	regulation 162	Health information to be kept in enrolment record

2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.3	regulation 168	Education and care service must have policies and procedures
2.1.3, 2.2.1, 2.3	regulation 168(2)(a)	Policies and procedures are required in relation to health and safety, including matters relating to: (i) nutrition, food and beverages, dietary requirements; and (ii) sun protection; and (iii) water safety, including safety during any water based activities; and (iv) the administration of first aid
2.1.4, 2.3.3	regulation 168(2)(b)	Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with regulation 85
2.1.4	regulation 168(2)(c)	Policies and procedures are required in relation to dealing with infectious diseases, including procedures complying with regulation 88
2.1.1, 2.3.3	regulation 168(2)(d)	Policies and procedures are required in relation to dealing with medical conditions in children, including the matters set out in regulation 90
2.3.3	regulation 168(2)(e)	Policies and procedures are required in relation to emergency and evacuation, including the matters set out in regulation 97
2.3.2	regulation 168(2)(g)	Policies and procedures are required in relation to excursions, including procedures complying with regulations 100 -102
2.3	regulation 168(2)(h)	Policies and procedures are required in relation to providing a child-safe environment
2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 177	Prescribed enrolment and other documents to be kept by approved provider: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92
2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92

Quality Improvement Plan for Q2

Summary of strengths for QA2

Strengths	<ul style="list-style-type: none"> • Health Care Folder accessible – with appropriate Performa’s- plans in place - copies in 2 places -1) with enrolment form & 2) in the Health Care Folder. Access to needs eg EPI Pens • Monitor Health information and updates from families • Aware of Children’s individual eating needs – (Children who arrive at Kindergarten by school buses have often had breakfast very early and at times need something to eat when they arrive) • Staff maintain and Update BELS First Aid and Reporting Abuse and Neglect when/as required • Children are able to rest as/when required – cushions, rugs, mats available in a quieter areas. • Routines established, promoted and implemented – by Staff –for Children – ie hand washing, toileting –gloves, tissues, paper towels, wipes provided and accessible in different areas. • Hygienic practices are promoted – bathrooms – toilets cleaned as/if necessary and at lunch times. • Parents[or emergency contact] are contacted if their Child is not well – appropriate first aid / care given and the injuries are documented — and signed by Parents • Appropriate information is sent home to Parents re infectious diseases’ • Children are encouraged to play outdoors and participate in physical activities - songs, movement, climbing, group games are all promoted through the program. Staff able to engage in Teachable moments • Lunches are stored in the fridge. • Children are supervised at all times. • OHS Checks – OHS Rep trained – maintenance completed
------------------	---

Key improvements sought for QA2

Standard/element 2.1	Each Child's health is promoted
Identified issue	We need to have a 3 hour trained Staff member with Asthma Management Training and Anaphylaxis
Standard/element 2.3 2.3.4	[Each Child is protected Educators , co coordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse and neglect
Identified issue	Staff are due to update' Reporting Neglect and Abuse

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	3 hour Asthma Management Training and Anaphylaxis Training to be completed by Staff – To be organized with the co located Child Care Centre	M	Arrange a suitable date Contact Asthma SA For training dates and information	Time organized Staff Trained accordingly	End 2012	
2.3. 2.3.4	All Staff including Relief Staff will be re trained and updated accordingly in Reporting Abuse and Neglect	M	Information to be sent out to all Staff including Relief Staff about the requirements for the training Staff to indicate if they wish to do it individually or as a group Follow up meeting	All Staff will have their appropriate training	End Term 2 2012	

Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

Standard 3.1	The design and location of the premises is appropriate for the operation of a service.	
	Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
	Element 3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	
	Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
	Element 3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.
Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	
	Element 3.3.1	Sustainable practices are embedded in service operations.
	Element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

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

Standard/element	National Law (section) and National Regulations (regulation)	
3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104	Fencing and security
3.2.2	regulation 105	Furniture, materials and equipment
3.1.1	regulation 106	Laundry and hygiene facilities
3.1.1	regulation 107	Space requirements—indoor
3.1.1	regulation 108	Space requirements—outdoor space
3.1.1	regulation 109	Toilet and hygiene facilities
3.1.1	regulation 110	Ventilation and natural light
3.1.1	regulation 111	Administrative space
3.1.1	regulation 112	Nappy change facilities
3.2.1	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.3	regulation 115	Premises designed to facilitate supervision
3.1.2	regulation 116	Assessments of family day care residences and approved family day care venues
3.1.1	regulation 117	Glass (additional requirement for family day care)
	Related requirements	

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

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths	<ul style="list-style-type: none"> • We are co located next to a Childcare Centre • We have a large our outdoor area, It is well fenced and provides a shaded, safe, interesting and inviting area to play which is well maintained. • We have a disabled access into the Kindergarten and also one which enables Children and Parent's with prams to access the upper level of the Play ground. • The Centre is well ventilated • Families support us by washing towels and smocks at the end of each week. • The indoor and out door areas are changed frequently to accommodate the program, resources and facilitate children's interests, curiosity and their continual learning. • We have recently purchased new tables and chairs. • Equipment and furniture are maintained well, cleaned, repaired or disposed of as required • Equipment is stored safely in storage sheds. It is accessible to Children as and when required. At other times. doors remain closed for Children's safety. • We encourage sustainable practices , recycling of materials, food scraps, water [bathroom taps, subsurface watering, some water wise plants]
------------------	--

Key improvements sought for QA3

Standard/element 3.1.1	Out door and indoor spaces , buildings, furniture, equipment, facilities and resources' are suitable for their purpose
Identified issue	We have identified new shelving is needed in 1 store room and a section of the large out door storage shed.
Standard/element 3.2.1	Outdoor and indoor spaces are designed and organized to engage every child in quality experiences in both built and natural environments

Identified issue

- 1-Gardens to be redeveloped, replanted with additional water wise plant and linked to a manual dripper system.
- 2-Sand pit to be redeveloped and remodelled

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	New shelving for the inside store room and the eastern wall of the large storage shed, to reorganize resources and allow for a better storage area.	M	Governing Council to organize -Allocate a budget -Areas to be measured for shelving. -Different Types of shelving to be sourced. -Quotes to be gather. -Shelving purchased -Shelving assembled input in place	Store room will be more organized and more efficient The storage of cardboard and paper in the outdoor shed will be better and resources stored safely, neatly and easier to access.	End Term 3 2012	Budget \$1,000.00 Approved
3.2.1	1-Garden beds around the pergola area to be redeveloped, replanted with water wise plants and connected to a manual dripper system. The garden beds around the water course to have a manual dripper system installed The entrance to the Kindergarten will be more appealing.	M	Governing Council to -Allocate a budget. -Approve the work to be done -Approve who to complete the work	Area will be more appealing and sustainable. Children will be able to help with the watering	End Term 2 2012	Budget \$1,000.00 approved -Tim R. approached to work on the garden area -- March 2012 -Bushes taken out and gardens prepared 17 th & 18 th March -River rocks added Easter 2012 -Dripper system discussed as to the best type to use 10 th April Plants discussed 10 th April Plants purchased & planted 12 th April

						Dripper system installed 12 th April Garden Beds completed 22 nd April
	2- Redevelop/ re model the sand pit area – to make a more appealing learning area and interesting area to work/play in and accessible to all Children. Ensure the redevelopment meets standards. Cover to be made	M	Governing Council to -Allocate a budget -Letter to Families for ideas -Staff Professional Learning opportunities -Draw up plans. -Resource materials -Organize work to be done	Parent will offer ideas and suggestions Australian Standards met Sand pit area will be more appealing and easier to sweep around Lawn area around path area will	End Term 4 2012 P L to be attended by Sandra W 'Outdoor Learning Environments' 30/5/12	Budget Approved. -Newsletter disseminated to Parents 2/4/12 Parents -Loren B. putting ideas together and pricing -Sharon H sent photo's and discussed ideas re water courses, pumps

Quality Area 4: Staffing arrangements

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

Quality Area 4: Standards and elements

Standard 4.1	Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing.	
	Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.	
	Element 4.2.1	Professional standards guide practice, interactions and relationships.
	Element 4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
	Element 4.2.3	Interactions convey mutual respect, equity and recognition of each other’s strengths and skills.

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

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

4.1	regulations 125–128	Educational qualifications for educators
4.1	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1	regulations 137–143	Approval and determination of qualifications
4.1	regulation 144	Family day care educator assistant
4.1	regulations 145–15	Staff and educator records—centre-based services
4.1	regulation 153	Register of family day care educators
4.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
	Related requirements	
4.1	section 161	Offence to operate education and care service without nominated supervisor
4.1	section 162	Offence to operate education and care service unless responsible person is present
4.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1	regulations 46–54	Supervisor certificates
4.2	regulation 55	Quality improvement plans
4.1	regulation 168(2)(i)	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.

Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths	<ul style="list-style-type: none"> • The Kindergarten is staffed by 2 full time Staff [Director and a Teacher] 0.7 Early Childhood Worker, 0.4 Early Childhood Worker and a 0.2 Early Childhood Worker. • Staffing levels are always maintained • Child ratio's are maintained • An Early Childhood Worker is undertaking study in Certificate 111 • Staff are committed to mandatory training ie BELS First Aid, Reporting Abuse and Neglect • Staff are committed to attending appropriate and related Professional Learning sessions based on the areas of need, interests • Staff work with Disabilities Coordinator, Speech Pathologists, Occupational Therapists, Physiotherapists and Psychologists, as and when required to provide targeted programs for identified Children.
------------------	---

Key improvements sought for QA4

Standard/element 4.1.1	Educator-to-child ratios and qualifications are maintained at all times
Identified issue	Staff need to ensure a copy of their relevant qualifications are documented and on file at the Centre.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.1.1	To have copies of all Staff's relevant qualifications on file and Staff photos are present	M	A letter to all Staff requesting a copy of their qualifications and Mandatory training ie Reporting Abuse and Neglect and BELS First Aid	All Staff will provide a copy of their relevant documentations	End Term 2 2012	



Quality Area 5: Relationships with children

This quality area of the *National Quality Standard* focuses on relationships with children being responsive, respectful and promoting children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning

Quality Area 5: Standards and elements

Standard 5.1	Respectful and equitable relationships are developed and maintained with each child.	
	Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
	Element 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	Element 5.1.3	Each child is supported to feel secure, confident and included.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
	Element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
	Element 5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
	Element 5.2.3	The dignity and the rights of every child are maintained at all times.



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

Standard/element	National Law (section) and National Regulations (regulation)	
5.2	section 166	Offence to use inappropriate discipline
5.1, 5.2	regulation 155	Interactions with children
5.2	regulation 156	Relationships in groups
	Related requirements	
5.1, 5.2	regulation 73	Educational program
5.1, 5.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1, 5.2	regulation 162(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156



Quality Improvement Plan for QA5

Summary of strengths for QA5

Strengths	<ul style="list-style-type: none"> • The Staff provide a safe, happy, inviting and nurturing environment where Children their Families and Staff are valued and respected. • Children are greeted and farewelled • Staff ensue time is available to talk to Families • The Centre Program is strongly linked to Individual Learning Plans • Session times have been altered to accommodate Families with commencing work and taking Children to School in the Morning [8.45am] as well as picking Children up from Kindergarten and School in the afternoon [3.15pm] • Children are engaged in the full day and not missing the last part of the session • A change to the afternoon routine has enabled the Children to experience extended passages of uninterrupted play, which in turn has created more opportunities for Children to engage in extended social play situations. • Staff engage in positive and meaningful interactions with Children.
------------------	--

Key improvements sought for QA5

Standard/element 5.2.2	Each Child is supported to feel secure, confident and included.
Identified issue	The Behaviour Management Policy needs to be reviewed



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	A Behaviour Management Policy which supports the development of positive relationships with every child and family	H	<p>Staff in conjunction with the Governing Council to review our current policy, to ensure it does reflect supporting the development of positive relationships with every child and family Incorporate DECD website information</p> <p>Staff to work with Childcare Staff and familiarize themselves with Reflect, Respect Relate</p>	<p>The revised Policy will reflect the desired outcome and be endorsed by the Governing Council</p> <p>Staff to have 1 or 2 Professional Learning Sessions o familiarize themselves with the document during Term 3</p>	End Term3 2012	



Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

Standard 6.1	Respectful supportive relationships are developed and maintained.	
	Element 6.1.1	There is an effective enrolment and orientation process for families.
	Element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
	Element 6.1.3	Current information about the service is available to families
Standard 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.	
	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
	Element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
Standard 6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.	
	Element 6.3.1	Links with relevant community and support agencies are established and maintained.
	Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	Element 6.3.3	Access to inclusion and support assistance is facilitated.
	Element 6.3.4	The service builds relationships and engages with their local community.



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

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



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

Quality Improvement Plan for QA6

Summary of strengths for QA6

Strengths	<ul style="list-style-type: none"> • Open Communication and strong links with Families. Communication Books for Children who travel on the bus or attend Childcare. • Families are made to feel welcome and valued. • Information for Parents and from Parents is followed up on eg. Hearing assessments CYH Check information. • Parents are given information about the Governing Council and encouraged to be involved and contribute to decision making • Strong links with the Childcare Centre in relation to Children attending and shared Staffing. • Strong Links with the Naracoorte Primary Reception Class through the Foundation Literacy in Practice Program – weekly. • Parent are welcome to stay and participate and engage in the program. • Visual displays of performances, Children's work displayed. • Well planned Transition Programme to the Primary Schools. • Busy Play group sessions although numbers of Families do vary from term to term. • Information Sessions held each Term for new Families. • We are involved in the community through engaging in displays at the show, Christmas float, activity tent with Childcare at the Taste Festival with the Naracoorte Lions Club, articles as needed in the local paper. Harmony Day, Clean Up Australia Day
------------------	---



--	--

Key improvements sought for QA6

Standard/element 6.1.3	Current Information about the service is available to families. wellbeing.
Identified issue	Parent Information package needs to be updated

Standard/element 6.2.2	Current Information is available to Families about community services and resources to support parenting and Family wellbeing.
Identified issue	Although we do have information for Families, it needs to be easier to access.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6..1.3	An improved Parent Information Package will be available to Families	M	Review the current Information package and attend to information that requires changing and adding to. Staff to assist with formatting	The Parent Information Package will be more informative, contain current information and be available to Families upon enrolment..	End Term 3 2012	

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..2.2	More accessible area to display Parent Resources and current information	M	-Talk to Director of the Childcare Centre about combining resources and relocating them to a more central area. -Sort and update pamphlets and information as necessary. -Resource a storage unit to display Parent information and resources	Current resources and Parent information will be more accessible to Parents /Care givers.	End Term 4 2012	

Improvement plan

Quality Area 7: Leadership and service management

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

Quality Area 7: Standards and elements

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

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

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

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

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

Quality Improvement Plan for QA7

Summary of Strengths

Strengths	<ul style="list-style-type: none"> • The Kindergarten has a positive atmosphere and a 'good feel' • Training & Development for all Staff is always promoted • Staff work as a team – they are aware of expectations – share roles and workload • The Staff Team is relatively stable • There is continual reflection on what we do and how we can improve. • A new Philosophy has been developed. • The Governing Council is supported by the Director and have opportunities to work together and offer their ideas and points of view. • Finance Structure is very effective. The Finance Officer, Treasurer and Director work together to ensure transparency. • Combined Staff meeting to explore NQS
------------------	--

--	--

Key improvements sought for QA7

Standard/element 7.1.2	The induction of educators, coordinators and staff is comprehensive
Identified issue	A new induction process is required
Standard/element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.
Identified issue	Written policies need work to align them with NQF requirements

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	To have an improved and information Induction package for Staff	H	Source current Information and the Checklist used . Source relevant information from Staff. Request assistance from Staff to assist in compiling	Staff will have relevant information at hand in a new Induction Format	End Term 3 2012	
7.3.5	All policies will be updated to meet the NQF requirements	H	Source Policy and Procedure information from the DECD website. Review	Policies will meet the NQF requirements and be accessible to Staff and Families	As they are released on the DECD website.	