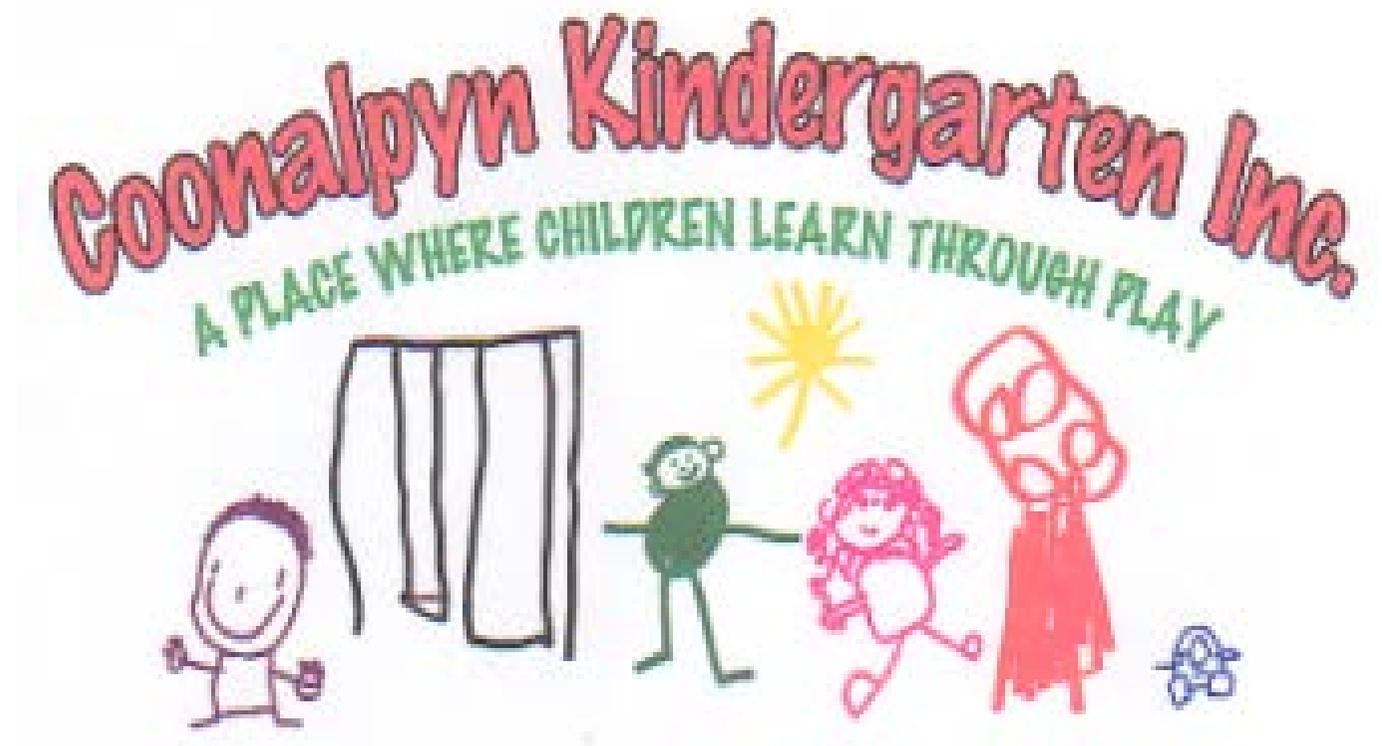




Australian Children's
Education & Care
Quality Authority

Appendix 2: Quality Improvement Plan template

OCTOBER 2011



**Coonalpyn Kindergarten Quality Improvement Plan
2016
Catherine Prosser**

Service details

Service name	Service approval number
Coonalpyn Kindergarten Inc	6509
Primary contact at service	
Catherine Prosser	Director
Physical location of service	Physical location contact details
Street: Coombe Tce Suburb: Coonalpyn State/territory: SA Postcode: 5265	Telephone: (08) 8571 1120 Mon/Tues/Wed Mobile: Fax: (08) 8571 1181 Email: cathy.prosser655@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: DECD Telephone Mobile: Fax: Email:	Name: Catherine Prosser Telephone: : (08) 8571 1120 Mobile: Fax: (08) 8571 1181 Email: cathy.prosser655@schools.sa.edu.au
Postal address (if different to physical location of service)	
Flinders Street Adelaide 5000	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	8.45am Occasional Care 9.00am	8.45am	8.45am (Wednesday sessions are held fortnightly on the even week)				
Closing time	Occasional Care 11.45am 15.15pm	15.15pm	12.45pm				

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.

The Kindergarten operates in line with South Australian term dates for schools. Coonalpyn Kindergarten is adjacent to the Coonalpyn Primary School Campus. Car parking is available on Coombe Terrace in front of the building.

How are the children grouped at your service?

Children who have turned four before May 1st are eligible to enrol to start Preschool on the first day of term 1. No further intakes occur during the year unless transferring from another Preschool. Currently with Universal Access, the children attend sessional Preschool for a full day on Mondays and Tuesdays, and for 4 hours every second Wednesday.

An Occasional Care Program operates from 9.00 - 11.45 on Monday mornings for 8 children (aged 2 -4 years) with 2 places reserved for emergency.

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

Nominated Supervisor, Catherine Prosser

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators: N/A



Service statement of philosophy

National Quality Standard: 7.2.1



Government of South Australia
Department for Education and
Child Development

STATEMENT OF PHILOSOPHY

Coonalpyn Kindergarten is a community of life-long learners (ie. children, their families, staff and the local community) who share a sense of 'belonging' and work together in partnership in a warm, nurturing, safe and respectful environment, while still allowing children to navigate risk.

It is a place where children celebrate 'being' and participate in stimulating and challenging play-based learning - where through play they can explore, engage, interact, discover, imagine, inquire and grow.

It is a place where 'becoming' is valued, where high expectations and equity are promoted, and children are encouraged in their journey to be successful, competent and capable learners, who view their world and their experiences as a source of limitless possibilities.

Approved by Governing Council: 22/03/2016

Date Review Due: March 2018

Vision

A centre at Coonalpyn where all children are provided with the opportunity to achieve their full potential.

Values

Respect Honesty Responsibility Co-operation

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"> • Our curriculum decision-making is based on our collective knowledge and observations of each child – their interests, needs, experiences, and cultural backgrounds. We plan our program using the Early Years Learning Framework as our guide, and use the Reflect, Respect, Relate document as one reference point for reflective practise. Staff respond to children’s evolving interests, ideas and skills from observations and conversations with them, brainstorming and discussion, by providing play & intentional teaching experiences to enhance/scaffold this. We take a holistic view of their development in our ongoing planning and assessment. • We provide extra assistance for children with additional needs through the Preschool Support Program. • An Individual Learning Plan (ILP) is done for each child at the end of Term 1 as a way of critically reflecting on children's learning & development, and to support them at Kindy as a learner - this goes home for parental reflection & input & then parent ideas/concerns are added with the goals for the child. The ILP is reviewed and up-dated at the beginning of Term 3 with a parent/educator interview. The Preschool Learning Statement is an assessment of each child’s learning over the year & is done at the end of Term 4. • The daily Reflection Book (a record of happenings planned & unplanned with links to the Learning Outcomes) is available for families. • The children’s Learning Folders documenting learning experiences, children’s art work, photos and development, are available for children and their families to access anytime. • Respectful relationships are an integral part of our practice at all times while interacting with children and families. • Staff are committed to giving each child an opportunity to play & explore, make their own decisions and develop their own ideas in play, to participate in active & quiet activities, to be able to work alone as well as in a group. • We value hands-on learning and endeavour to provide activities that are flexible and open-ended.

- We encourage children to make choices for themselves, and to develop their own unique ‘voice’ for self-expression and advocacy.
- Group time experiences are planned to include intentional teaching, stories, group games, discussion & brainstorming, & songs, including children’s requests.
- Children are actively involved in selecting the outdoor equipment used each day and educators are responsive to children’s requests or what they (educators) observe could be added to enhance play. The program focus is developed from children’s ideas & interests and community happenings.
- A copy of the program is displayed in the Centre above the children’s lockers, and information related to the program is shared in the Newsletter and at Governing Council meetings. Parents can have a copy of the program on request.
- Parent input in programming and planning is welcomed.

Key improvements sought for QA1

Standard/element 1.2.1	Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
Identified issue	To improve documentation of observations/goals and planning for each child, and to make the cyclic pattern more visible – try to do fortnightly – to gain better information regarding children’s learning and development.
Standard/element 1.2.2	Educators respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning.
Identified issue	It was identified from the 2015 TfEL Compass Partnership Data that there was a bigger variance in responses in the Domains “Develop Expert Learners” and “Personalise and Connect Learning”. One way to help promote learning in these areas is recognition of the importance of the development of learning dispositions to support long term success and positive habits of mind. The issue is to explore the learning dispositions as a staff team and intentionally model and support children to develop them. Mid May 2016: new issue – how can the children “own” the development of their Learning Dispositions?

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	Staff making observations of each child/fortnight if possible.	H	Embed this into practice by adding individual children's names to Staff Meeting Agenda, allowing us to reflect & discuss how we can plan & program with each child in mind. New focus of observations given as appropriate.	All staff contributing to child observations enabling us to better assess, evaluate, plan & program for each learner's achievement and development.	Term 1, 2016	Staff contributing to observations
1.2.2	Encourage children to employ learning dispositions and those habits of mind to give them the 'stretch'. Developing the attitudes that underpin success -> 'developing expert learners' and 'personalising and connecting learning'.	H	Staff familiarisation with the learning dispositions at Staff Meetings. Staff intentionally supporting the development of learning dispositions & growth mindset. *May 2016 all staff to read Article "Preschoolers Grow their Brains" by Shelby Pawlina & Christie Stanford. Explain to children metaphors of 'flopping like a beanbag' & 'bouncy ball' & " <i>stretching their brain</i> ". Staff and children using the language of learning dispositions. Provide learning environments that are flexible and open-ended.	Staff actively and intentionally supporting the development of children's key learning dispositions to extend their thinking & learning through strategies (eg. modelling, open questioning, wondering, providing encouragement) & planning. Staff and children talking about how we are working on challenges – as a bouncy ball or flopping like a beanbag. Children showing evidence of greater resilience & problem-solving, and being able to articulate how they have "stretched their brain". Children motivated and talking about what they have learnt, showing development of a growth mindset and building lifelong habits & positive attitude towards learning.	ongoing	Staff have written this into their Personal Development Plans (Cathy- April; Joy- May). May 2016 – all staff have read Article "Preschoolers Grow their Brains" & are using this language with the children.

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

- In order to work with young children, all staff are qualified in Emergency First Aid Response, and Responding to Abuse and Neglect in Education and Care; the Director is trained in the Keeping Safe: Child Protection Curriculum, to ensure compliance with DECD & NQS.
- Healthy hygiene habits are promoted.
- An up-to-date allergy list/medical conditions list is compiled based on information given by parents at enrolment. Medical conditions (eg. allergies, asthma) are displayed inside the First Aid cupboard.
- Each child's health & medical needs are documented and supported with individual health care plans as needed.
- Information about infectious diseases/common childhood illnesses are readily available to families upon request, or directly distributed via information circular as required. Appropriate exclusion periods are enforced.
- First aid procedures are implemented when necessary & this is recorded in our First Aid log.
- The learning program is structured to include quiet activities.
- We are a Sun Smart Centre and children wear hats from September to April, & at other times if the UVR level is 3 or above; children are assisted to apply sunscreen after lunch before outside play; children are encouraged to play in shaded areas.
- Support agencies attend the Centre regularly to meet the needs of children with special needs and to give support to families if necessary (eg. Speech Pathologist). A C&YHS nurse visits the Centre during the year to do a 4 year old health check with each child.
- Healthy eating is promoted - all children eat fruit first at morning snack. Staff model good practices.
- Routine for snack & lunch time is explicitly taught (eg. hand-washing routine/sitting down to eat/packing away snack items/putting rubbish in correct bins). Children are supervised by staff at all times when eating.
- Only water is permitted in water bottles, no cordial or other sugary drinks allowed.
- After lunch children have a quiet/relaxation time, taking a pillow, reading a book/doing a puzzle, having a rest.
- The outdoor learning environment is carefully planned to incorporate physical activities to build on existing skills and to learn new ones.
- The playground has been designed to promote physical activity for varying levels and ages of children. There are bikes, balls, sandpit, cubby etc which encourages active imaginary play, and a variety of removable equipment is set up each week.
- Visual inspections & spot checks of equipment occur daily and any unsafe items removed & disposed of safely; reasonable steps are taken to identify and manage risks. Issues are discussed at Governing Council and/or with building maintenance when required.
- Children are explicitly taught safety protocols including:
 - not going outside unless a teacher is outside
 - wearing a hat to play outside
 - moving safely indoors and outdoors
 - safe play
- Staff supervise children at all times, & let each other know if they need to leave the area for any reason.
- All children are signed in & out, there is a variation in pick up notification for any child being collected by a person other than the parents.
- We practise our emergency evacuation and evacuation drills with the children twice a term, this is documented on the Office door.
- We have our own Emergency Management Plan, but work in with the Coonalpyn Primary School in the case of a Bushfire.
- Emergency procedures are displayed within the premises and emergency telephone numbers are displayed near telephones.
- Risk management planning is done for excursions.

Key improvements sought for QA2

Standard/element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
Identified issue	Need to develop an Inclement Weather Policy.
Standard/element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Identified issue	Emergency Management Plan to be reviewed and updated as appropriate. Kindergarten Emergency Drill practises twice/term – practise with School at least twice/year for Bushfire.

Standard/element	
Identified issue	
Standard/element	
Identified issue	

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
2.3.2	Policy to show what we do in the case of bad weather.	M	Put together a Policy – use template on website.	An Inclement Weather Policy in place.	Term 3, 2016	
2.3.3	All staff familiar with our Emergency Management Plan. Plan reviewed after drills to see if it needs fine-tuning. Need to display appropriate escape routes near Exits.	H	Planned dates of Emergency Drill practises entered in Diary – to ensure it happens twice/term; noted at Staff Meetings. School informed if we need to use Library/Oval. Consult with School on their Emergency Drill dates & try to participate (as long as their Drill dates are when Kindy is in session).	Emergency Drills happening twice/term; children and staff feeling more familiar & confident with procedures. Emergency management Plan refined. Two drill practises/year with the School.	Begin in Term 1, 2016	

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"> • Staff set up the environment to make it welcoming, aesthetically pleasing, inclusive & relaxed. • Equipment is set up to promote active learning through play. Indoors and outdoors, we often seek the children's advice on equipment they would like out. The children spontaneously request toys and resources needed too. • Indoors, children are able to independently access the many plastic containers which contain a variety of resources – construction/creative materials, dress-ups & props/ puzzles/etc. • There are areas inside where children can play/work quietly and also actively. • All equipment ordered is Australian standard. All items purchased are entered onto preschool inventory. • Safety checks are completed twice a year and documented onto action plan. • Children are encouraged to construct their own play in the learning environment. • Resources are topped up as necessary to ensure all children have access to learning experiences in order to participate. • Sustainable practices are encouraged by providing the children with two disposal choices at snack and lunch-times – one for the chooks and one for general waste. When doing cutting or other creative activities, or simply blowing their nose on a tissue, we teach the children to make the appropriate choice - recycling bin or general waste? Children are encouraged to have 'nude food' if possible. • Kindergartens are great places to use recycled resources for collage, craft & art experiences. Children can bring in empty boxes for collage. • Procedures developed for safe handling of equipment – included in staff training and handbook. • Movable equipment is available for flexible use, independence and variety, and for extending learning opportunities and creativity. • The doorway between the indoor and outdoor area is open for children to flow between both areas. • The outdoor area is well set up for good supervision of children's play. It offers children the opportunity to be more active, messy & noisy, although there are areas where children can play quietly as well. • Outdoors, low numbers of children ensure that all children have access to all equipment throughout the day. • The Kindergarten borders the school grounds and we regularly use the Library & visit the school adventure playgrounds. • There is a lawn-mowing & gardening roster to keep the outdoor area well maintained; working bees are organised as necessary. • The Kindergarten employs a cleaner to keep the premises clean & tidy.
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Key improvements sought for QA3

Standard/element 3.1.1 Reg.104	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose. Fencing
Identified issue	The back gate into the School grounds is not self-closing and self-locking; other gates need attention. There is a gap between the fence & corner of the building where a small child could partially go through. The children's toilets have no window that facilitates supervision of children using 'direct line of sight' by staff; the children's toilets also have no doors to ensure privacy for each child.
Standard/element 3.1.2	Premises... are safe, clean and well maintained.
Identified issue	The Kindergarten is currently looking at employing a Grounds-person to meet WH&S expectations.
Standard/element	
Identified issue	
Standard/element	
Identified issue	

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 Reg.104	Gates to self-close & self-lock; the gap in the fence repaired. Children's toilets to be compliant with 'direct line of sight' supervision for staff; children's toilets also to have doors for privacy.	H	DECD is aware of the non-compliance. This is funded by Capital Programs & Asset Services & the tender process is currently underway.	Fencing and gates child-safe and secure. Children's toilets ensure privacy with doors & building work has put in additional viewing windows to support staff supervision.	April-May 2016	
3.1.2	A Grounds-person employed for one hour/month, with a contract drawn up by DECD Solicitor.	H	Discuss with new School Grounds-person whether he is interested. Consult with School Principal. Email Solicitor's Department in DECD re. a Contract.	Grounds-person employed, grounds tidy & well maintained.	As soon as possible in 2016	

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"> • Educator-to-child ratios are excellent due to our low numbers, and staff have warm, respectful relationships with each child. • Staff are qualified and experienced educators – Director/Teacher & 2 ECW's. Photos of staff are on display on noticeboard. • The staff team work well together, we maintain relationships with each other that are based on the principles of mutual respect, equity and fairness. Our different skills complement what we offer as a staff team, we communicate well with each other & motivate each other to try new ideas & educational practises. • All members and visitors to the preschool are treated with respect and confidentiality is maintained. • Professional/personal support is available for staff if needed. • All staff are involved in planning/Staff meetings; staff meeting agendas can be added to by any staff at any time. • All staff are involved in decision-making processes and feedback is encouraged and supported.
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Key improvements sought for QA4

Standard/element 4.2.1	Professional standards guide practice, interactions and relationships.
Identified issue	Staff need to do the on-line Code of Ethics up-date.
Standard/element	
Identified issue	
Standard/element	
Identified issue	

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
4.2.1	Staff to do the on-line Code of Ethics up- date.	M-H	Inform staff at Staff Meeting, give them website details	All staff will have done on- line up-date of new Code of Ethics.	Mid 2016	



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"> • Staff have warm, trusting, positive and respectful relationships with each child. • All staff members have worked in this community for a number of years and have developed strong connections with families and their children that attend Coonalpyn Kindergarten. • Each child is given opportunities to develop friendships, to work independently, alongside and with others. • Our Site Behaviour Code is in place and we encourage children to manage their behaviour appropriately, staff model positive behaviours. • The Child Protection Curriculum has a focus in our teaching program throughout the year, we believe every child has the right to be safe, and that we can help ourselves to be safe by talking to people we trust. • When incidents and accidents occur staff deal sensitively with each child, considering the type of incident, the child's needs and dignity. • If there are concerns for an individual child's learning or development, this is discussed confidentially with parents; Preschool Support Services are contacted if necessary, pre-referral assessments & Preschool Access Profiles are completed, etc. • Children are familiar with daily routines which gives them a sense of security & knowledge of the day's events.



Key improvements sought for QA5

Standard/element 5.2.3	The dignity and the rights of every child are maintained at all times. Reg. 155 (c)
Identified issue	Doors needed on children's toilets.
Standard/element	
Identified issue	
Standard/element	
Identified issue	
Standard/element	
Identified issue	

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
5.2.3	Doors on the children's toilets.	M	Discussed with staff, parents, Governing Council – parents & staff see this as an issue. As a result of NQS Audit 19-2-14, bathroom is not compliant. DECD funding by Capital Programs & Asset Services of \$82,000 for bathroom upgrade to meet NQS compliance has been in our account since June 2014 – process very slow. Waiting on approvals for work to be actioned, hopefully in 2016.	Doors will be on each of the children's toilets. There will be windows on the children's toilets to provide a direct line of sight for staff to supervise the toilet area from main room.	April-May 2016	



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

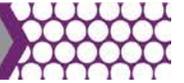


Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 172	Notification of change to policies or procedures
6.1, 6.2, 6.3	regulation 173	Prescribed information is to be displayed
6.1	regulation 177	Prescribed enrolment and other documents to be kept by 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"> We support school and community events when suitable and appropriate (eg. sporting events, the Coonalpyn Show, Christmas Concert). A pre-enrolment information session occurs end Term 3, and each family is invited to attend. An Information and Enrolment pack is sent home prior to the enrolment meeting. Families enrol their child on an individual basis. Families are asked if they would like to be involved in the Kindergarten program and informed of a variety of ways of involvement including joining Governing Council. Copies of the Educational Program are on display near the children's lockers. Program information is given in Newsletters and in the children's Communication books, also at Governing Council Meetings. Parents can request an in-depth copy of the program. Regular Newsletters & short notes inform the Kindy, Occasional Care families and School community of our happenings and important dates. Parents are welcome to stay as long or as often as they feel necessary with their child. We have a supportive Governing Council that works collaboratively with the Director. We have a grievance procedure for staff and parents to follow when necessary. Links with relevant community and support agencies are established and maintained through referrals, phone-calls & emails. Specialist services are provided at the site, including Speech Pathology, and Child and Family Health Services. Preschool Support is employed for children that have additional needs when required. Families SA will continue to use our building in 2016 for client counselling appointments. We have a good transition between home and kindy and kindy to school.



Key improvements sought for QA6

Standard/element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
Identified issue	Providing effective 2-way communication to parents about Kindy experiences – particularly as 2 children travel in to Kindy by bus.
Standard/element 6.1.3	Current information about the service is available to families.
Identified issue	The Kindergarten web-site needs to be up-dated.
Standard/element	
Identified issue	
Standard/element	
Identified issue	

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
6.1.2	Parents to feel connected & informed about what happens in the Kindy program and to be able to keep us informed about things on the home-front.	H	Daily Reflections Book on lockers at end of day for parents to peruse. Each child to have a Kindy-Home-Kindy Communications Book in their bag. At Governing Council Meetings have available the Daily Reflections Book & the Children's Voice Book.	Parents reading, reflecting & commenting on Daily Reflections book. Children's Communication Books showing evidence of 2-way communication. Parents willing to be involved in the Kindy program.	Term 1, 2016	
6.1.3	Kindergarten web-site up to date.	M	I have been in touch with the relevant department in DECD, & last year sent in the required information. Will send in 2015 Annual Report & 2016 QIP when completed.	Coonalpyn Kindergarten web-site up to date, providing current and relevant information for existing and prospective families.	In a timely fashion	

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Quality Area 7: Leadership and service management

This quality area of the *National Quality Standard* focuses on effective leadership and management of the service that contributes to quality environments for children's 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"> • Staff meetings are generally held fortnightly. Minutes are taken at staff meetings. At Staff meeting the program is reviewed, children's needs & interests are considered in order to improve their learning outcomes. • Governing Council meetings are held twice a term. These are minuted by the Secretary. • The Director is in contact with the Educational Leader/and or Early Childhood Leader, appointments to catch up in person occur when required, but are more difficult to set up due to distance, complexity of the Partnership, & being a part-time site. • Each staff member has their own drawer/pigeon hole where information is placed to keep everyone 'in the loop'. The Director tries to ensure all necessary information is passed on to staff (2 part-time ECW's, Finance Officer & Cleaner)- this may involve phoning/messaging. • Records information is stored appropriately to ensure confidentiality in a locked cabinet in the office. • Staff are developing their professional development and performance plans. • Relevant History Screening checks are kept up-to-date & filed. • The Centre Philosophy has been completed through a collaborative process with the Governing Council and staff and parents. • Health care plans are developed and sign in sheets are recorded. • We have a first aid folder, staff information folders, early years systems attendance folder. • We have risk assessments for local excursion documented and filed, emergency evacuation & invacuation procedures, and staff code of conduct on file for staff access.
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Key improvements sought for QA7

Standard/element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
Identified issue	The Induction Folder still requires further up-dating.
Standard/element 7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.
Identified issue	Our statement of philosophy is due for review in May.
Standard/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.
Identified issue	Performance Plans need to be managed better.
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	Implement & set up systems & procedures as required by DECD for WH&S.

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	Induction Folder documenting necessary information, procedures & policies relating to our service available for educators, staff members and relief staff or volunteers; need for continual review.	M-H	Re-evaluate the induction folder & processes. Necessary information will be reviewed & up-dated & filed in Induction Folder as required.	Induction Folder continually reviewed	On-going	
7.2.1	Review the Statement of Philosophy	M	Work with Governing Council, parents & staff to read & review.	Statement of Philosophy reflects a shared understanding of the role of the service; reviewed as appropriate.	Mid 2016	
7.2.2	Performance Plans for each staff member in place, and reviewed twice/year (end Term 1 & end Term 3/early Term 4) to support performance improvement.	H	Make a time with each staff member to individually meet & discuss Performance Plans & goals. Schedule in Diary.	Staff feel valued & supported & acknowledged for what they do in their roles; each staff member has had the opportunity to develop & review their Plan & to receive feedback about their performance.	2016	

7.3.5	Policies and procedures set up.	H	Director to work through required policies & procedures & develop as necessary in collaboration with staff & families.	Systems & procedures in place as required by DECD for WH&S.	On-going	
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