

Aberfoyle Park Campus Preschool



Quality Improvement Plan 2016

Service details

Service name	Primary contact at service
Aberfoyle Park Campus Preschool	Liesl Arthur
Physical location of service	Service approval number
Street: 11 Budapest Road Suburb: Aberfoyle Park State/territory: South Australia Postcode: 5159	
Approved Provider	Nominated Supervisor
Primary contact: Department of Education and Child Development Telephone: 8226 1000 Mobile: Fax: Email:	Name: Liesl Arthur Telephone: 8270 3136 Mobile: Fax: 8270 6104 Email: kindy.director@aberfpgn.sa.edu.au

Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	Am- 08:45 PM- 12:30	08:45	08:45	08:45	08:45	N/A	N/A
Closing time	AM- 11:15 PM- 15:00	15:00	15:00	15:00	15:00	N/A	N/A

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 Aberfoyle Park Campus Preschool is located next to three primary schools which operate on the same Campus (Public, Uniting Church and Catholic). We have our own car park and entrance off Budapest Road.

As a Department of Education and Child Development site we operate during South Australian school terms only with four terms of 9 to 11 weeks per year (40 weeks in total). Each year we organise several student free days to allow for staff development and planning.

How are the children grouped at your service?

There are two separate groups of children who access the kindergarten. This decision was made to help foster friendship groups and provide consistency for the children accessing the site. Children are roughly grouped depending on the school they will access after attending kindergarten, though some families have chosen to use a different group to fit with their work arrangements.

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

Nominated Supervisor: Liesl Arthur

Service statement of philosophy

At the Aberfoyle Park Campus Preschool we value a high quality educational programme that supports the development of each child in a safe and engaging play environment.

We aim to achieve this by:

- Building respectful relationships with children as competent, capable and active participants in their learning
- Supporting children to be caring, compassionate and responsible towards others and the environment
- Working together with families, the community and local schools
- Valuing Indigenous Australians and cultures from around the world
- Providing a programme where equity, inclusion and diversity are promoted.

Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

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

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

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

Quality Improvement Plan for QA1

Strengths	<ul style="list-style-type: none"> - A focus on engagement for every child within the curriculum. - Children are given time where they are able to negotiate their own learning environment, with periods where we gather together in large & small groups. - We share children's learning with families and seek their input / comment, planning for particular strengths & areas in need of development. - Individual learning goals are incorporated into curriculum planning. - A community input section is included on our programme - Individual children are supported in a one-to-one manner in areas of particular need with additional staffing being made available for this to happen. - Every newsletter contains a brief description of what has been happening and where the curriculum is headed next. - Individual children's 'kindy folders' are accessible by children and their family - Staff meet daily to plan, discuss & reflect on children's learning & development. - We respectfully talk about the Kuarna people & promote understanding around Australian history.
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Key improvements sought for QA1

Standard/element 1.2.3	<p>1.2 - Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child. Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.</p>
Identified issue	<p>With the introduction of the Numeracy and Literacy Indicators in 2015 some work was done around these. In 2016 and beyond we would like to critically reflect on the level of depth within the curriculum; what this means and looks like, within a specific focus of noticing.</p>

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.2.3	For children to have depth of learning (be powerful learners)	M	<p>Staff will attend T&D including Martin Westwell training and critically reflect on the learning at the site. Specific staff will be responsible for a set small group and representing that group at programming times. Specifically focus on each small group of children within the curriculum planning and seek input and feedback from those families. Encourage experimentation and exploration with open-ended and natural materials. Role model 'noticing'. Track & monitor every child's learning. Staff to brainstorm what a powerful learner means. Talk about learning stories & work as a staff team to link EYLF outcomes, Numeracy and Literacy Indicators.</p>	<p>Staff who are articulate about the learning that is occurring. Children who are confidently and actively engaged in exploring and experimenting with mathematical concepts (as well as literacy and other areas) through a lens of noticing attributes. Staff who are confident in determining the intentional teaching.</p>	Dec 2016	

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"> - A detailed enrolment form is collected - Children with an identified health need have a health plan - Medical plans & medication is easily accessible and transportable - A thorough range of policies and procedures exists that relate to children's health & safety - Records are kept on children's accidents, incidents and any medication that is given on site. - Accidents and incidents are communicated with parents. - Accidents and incidents are discussed as a staff team and promptly followed up i.e. where environmental changes are necessary. - Prompt notification is provided of infectious diseases - Staff follow & promote health & hygiene practices - Numerous opportunities exist within the environment & routine for rest / relaxation (both indoors and outdoors) - Children are effectively supervised - Risks are regularly assessed - Child protection curriculum is implemented to raise awareness of feelings, protections & safety. - Emergency procedure is regularly practiced with the children. - Children are supported to learn about healthy habits such as effectively washing their hands.
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Key improvements sought for QA2

Standard/element 2.1.1	2.1 - Each child's health is promoted. Each child's health needs are supported.
Identified issue	The Australian Early Development Census indicates that the children in the Aberfoyle Park area are 'at risk' in their social and emotional development. We have noticed children unwilling to have a go at kindergarten or with general sensory integration difficulties.

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.1	For children to have confidence to approach new learning opportunities For children to manage their thoughts and feelings in a positive manner	M	Staff to do some action research around the impact of sensory based activities on children's social and emotional development. Sensory based elements to be incorporated into as many activities as possible. Introduce a 'chill out area'. Visit some schools who have set up similar zones within their schools to get some ideas. Purchase equipment / furniture to transform the inside area into a calmer environment.	Staff have a clear idea as to whether or not sensory activities have a strong correspondence with social & emotional development or not. A wide range of sensory based activities are widely available to children. A chill out area is in operation.	Dec 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

Strengths	<ul style="list-style-type: none"> - The kindergarten building & yard were specifically designed to cater for the safety and education of young children. - The space provides spaces where children can play with others or be alone and/or rest - The environment enables children many opportunities to engage with a range of materials - The environment is clean & well maintained - Different coloured bins are used at the site to sort all rubbish in accordance with the local council curb side bins - A compost bin is in operation at the site & children are aware that things that can turn back into soil are placed in there. - This site has a vegetable patch, fruit trees and solar panels - The kindergarten has areas where children can manipulate natural material/s - The kindergarten is well equipped with a wide range of resources
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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

Strengths

- Staff are highly experienced at the site and work well as a staff team.
- Four year trained and/or recognised early childhood teachers are employed at the site.
- Staff meetings are held regularly where each staff member has the opportunity to contribute ideas, concerns and celebrations.
- Performance management procedures are in place and followed with each individual staff member.
- Families sign their children in each day with staff members checking this.
- Staff are aware of the child to staff ratios and the need to maintain these at all times.
- PD is regularly undertaken by staff
- Staff regularly reflect on practice & implement changes

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"> - Relationships are warm and respectful with children and families. - Children feel comfortable in approaching staff and asking questions. - The children access their sessions in one of two groups to help promote social interactions and friendships amongst peers - Children are supported to be familiar with peers they will transition to school with - Children are involved in deciding on what 'rules' we should have at the kindergarten - Children enjoy sharing their folder with their peers. - Children needing help are encouraged to ask a peer for help / support - Children are encouraged to express gratitude to others - Behaviour management is supported by all staff members and is consistent. - Children are encouraged to think about their behaviour and an attitude of friendliness / respect is actively encouraged. - Staff support children to manage their own behaviour & resolve conflict appropriately. - Positive behaviour is celebrated by sharing this with the whole group and thanking the child for their friendliness. - Staff actively promote respectful behaviour

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"> - Each family is given individual time upon enquiring at the site where information about our site is shared and parent questions are answered. - Each family is given an information pack on the site. - A meeting with new families takes place before their child/ren start at the site. - Parents are encouraged to stay and do an activity with their child when dropping them off at kindergarten - There is a Governing Council made up of families from the site who help to organise fundraising events, contribute ideas and make decisions in the running of the kindergarten. - Families are encouraged to share information about their family upon enrolment and given information on some of the ways they are able to help at kindergarten. - Parents are given the opportunity to participate in a parent/teacher interview to develop their child's ILP and regular reminders re making a formal time to chat to parents are placed in the newsletter.
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- Parents are encouraged to share their culture, general knowledge and interests at the kindergarten
- The site has a community notice board where various courses and information is displayed.
- There are also parent information pockets where a range of brochures are on offer for those who wish to access them.
- Take home kits for children and adults have been developed on a range of topics / themes and are available to be borrow at any time.
- A thankyou board is in operation where photos of parents who have helped in any way at the site are placed in recognition.
- The site is supported by a team of specialised professionals in regional office i.e. speech pathologists, psychologists, disability co-ordinator, etc. These professionals are communicated with regularly and support is offered when appropriate.
- The Child and Youth Health nurse visits the kindergarten on a termly basis and staff work with families to book into a session to have their four year old checks.
- Reports are developed on each child and shared with each child's school with parental permission.
- Teachers from feeder schools are supported to visit the site to meet children about to start with them
- We regularly visit the Campus Schools library

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"> - New staff members are individually inducted to the site - Most of the staff at the site are permanent or on a long term contract providing continuity for children and their families. - When a reliever is needed every effort is made to use someone who is familiar with the site, children and families. - Leadership meetings are attended regularly to make sure every effort to be well informed is taken. Information from these meetings is regularly shared with the whole staff team to promote a whole site team approach and make sure staff feel well informed - The staff team have worked together to develop a statement of philosophy with input from families. - Courses and network meetings are promoted when they come and staff are encouraged to take part. - Staff meetings are used as a time when site improvement is discussed and planned for on a regular basis. - There is a purpose built office where records can be stored in a confidential manner. - Old records are archived and kept out of the general areas of the kindergarten. - Effective processes are employed to ensure the smooth running of the site - Parents are regularly encouraged to give feedback i.e. termly survey - Policies, procedures & philosophy are reviewed yearly and always available. - A PD process is embedded, with site manager meeting with each staff member at least twice per year.
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