



Australian Children's
Education & Care
Quality Authority

Appendix 2: Quality Improvement Plan template

OCTOBER 2011

Service details

Service name	Service approval number
Bridget Klingberg	
Primary contact at service	
Bridget Klingberg	
Physical location of service	Physical location contact details
Street: Callington Rd Suburb: Callington State/territory: SA Postcode: 5244	Telephone: 08 85 385 123 Mobile: 0417 827 895 Fax: 08 85 385 419 Email: Bridget.Klingberg823@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: DECD Telephone: Mobile: Fax: Email:	Name: Bridget Klingberg Telephone: 08 85 387 163 Mobile: 0417 827 895 Fax: 08 85 385 419 Email: Bridget.Klingberg823@schools.sa.edu.au
Postal address (if different to physical location of service)	
Street: Suburb: State/territory: Postcode:	

Operating hours

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

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

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time		8.30	Kindy 8.30 Even weeks only Occasional Care 8.30 – 12.30 even weeks only	Kindy 8.30 Occasional care 8.30-12.30 every week	9.00-11.00 playgroup		
Closing time		15.00	15.00	15.00			

Additional information about your service

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

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

The Kindy runs as a 0.6 centre, we offer Kindy sessions on every Tuesday and Thursday, as well as on every second Wednesday (even weeks). We are not open during the school holidays. Usually the last Thursday of every term is a pupil free day.

How are the children grouped at your service?

The children all attend the same sessions as the 0.6 doesn't allow for any flexibility in session format.

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

Nominated supervisor – Bridget Klingberg

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:

Service statement of philosophy

Please insert your service's statement of philosophy here.

We value:

- **Inclusive partnerships with families and community that support development from birth.**
- **Child initiated learning through creating a rich learning environment with a holistic approach.**
- **Critical reflection and ongoing improvement.**
- **Spontaneous and planned intentional teaching through play.**

The pedagogy, curriculum and values presented at Callington Kindergarten are based on a set of beliefs or principals shared and upheld by all staff. These principals guide and direct the “how” and “why” of what we do. The following principals are based on the NQS for ECE, the EYLF and the QIAS – Quality improvement and accreditation system, as supported by the Respect Reflect Relate document.

Children's experiences and Learning – Principal 1

- 1.1 Staff encourage each child to make choices and participate in play.
- 1.2 Staff support each child's ability to develop and maintain relationships.
- 1.3 Staff promote each child's language and literacy abilities.
- 1.4 Staff promote each child's problem solving and mathematical abilities.
- 1.5 Staff support each child's enjoyment of and participation in the expressive arts.
- 1.6 Staff support and extend each child's physical abilities.

Protective Care and Safety – Principal 2

- 2.1 Staff act to protect each child.
- 2.2 Staff supervise children at all times.
- 2.3 Staff ensure that buildings and equipment are safe.

2.4 The centre promotes occupational health and safety.

Programming and Evaluation –Principal 3

3.1 The program reflects a clear statement of centre philosophy.

3.2 Each child's learning is documented and is used in planning programs.

3.3 The program assists each child to be a successful learner.

Health, Nutrition and Wellbeing – Principal 4

4.1 Staff promote healthy eating habits.

4.2 Staff implement effective and current safety and hygiene practices.

4.3 Staff encourage children to follow simple rules of hygiene.

4.4 Staff ensure toileting and nappy changing procedures are positive experiences.

4.5 Staff support each child's need for rest and comfort.

4.6 The centre acts to control the spread of infectious diseases.

Staff relationships with children and peers – Principal 5

5.1 Staff will interact with children in a loving and friendly way.

5.2 Staff guide the children's behaviour in a positive way.

5.3 Staff initiate and maintain respectful communication with each child.

5.4 Staff communicate effectively to promote respect and professional teamwork.

Partnerships with families – Principal 6

6.1 Staff and families communicate effectively, and in a range of ways, to exchange information about each child and the centre.

6.2 Staff encourage family participation and involvement in the kindergarten.

6.3 The centre has a clear orientation and transition process that supports the whole family to enter and exit the kindergarten programs.

Leadership and Service Management – Principal 7

7.1 Written information about the centre is readily available to families.

- 7.2 Professional development opportunities are available and accessed by all staff.
- 7.3 Appropriate governance arrangements are in place to support the management of the centre.
- 7.4 Policies are reviewed and updated regularly.

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.
2012	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.
2013	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"> • Continual review of programing format • Continual self -review of program and staff • Inclusion of children's voice in program always • Observation format supports the decisions made around weekly program • Children's portfolios and end of term reports • Focus groups based on learning needs • Strong belief and focus on child wellbeing, family and community wellbeing • Close involvement on a daily basis with families – guides the programing also • Use of EYLF • Use of RRR to support observations and assumptions • Short term learning plans for all kindy children • Strong inclusion of occasional care children and families

Key improvements sought for QA1

Standard/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.
Identified issue	<p>From staff conversations, documentation of wellbeing issues in the community and kindy, and involvements with other agencies such as Families SA and the local school; children's wellbeing was identified and presented to the instructional round group and professional review group. The need identified was to address wellbeing in order to support children to be strong and successful learners for life. Therefore our main focus of improvement for 2015 will be:</p> <ul style="list-style-type: none"> ❖ <i>Every child's wellbeing is strengthened to support our children to grow as powerful learners.</i> ❖ <i>To develop strong foundations in literacy and numeracy</i>

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.1	<p><i>Every child's wellbeing is strengthened to support our children to grow as powerful learners.</i></p> <p><i>To develop strong foundations in literacy and numeracy</i></p>	H	<ul style="list-style-type: none"> • Connections book • RRR wellbeing scales (data and strategies) • Short term learning goals focusing on this area • EYLF – belonging focus • Child protection curriculum • Kick start for kids - breakfast program • Communities for Children support with specific training or information 	<ul style="list-style-type: none"> • Based line data collected at the beginning of each term should demonstrate development. • Observational and anecdotal records • Staff evaluation of “image of the child”. 	Ongoing throughout the year	

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.
2013	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.	
2012	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) regulation	Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with 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) matters set out	Policies and procedures are required in relation to dealing with medical conditions in children, including the in regulation 90
2.3.3	regulation 168(2)(e) regulation	Policies and procedures are required in relation to emergency and evacuation, including the matters set out in 97
2.3.2	regulation 168(2)(g) 100 -102	Policies and procedures are required in relation to excursions, including procedures complying with regulations
2.3	regulation 168(2)(h)	Policies and procedures are required in relation to providing a child-safe environment
2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 177	Prescribed enrolment and other documents to be kept by approved provider: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92
2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92

Quality Improvement Plan for Q2

Summary of strengths for QA2

Strengths	<ul style="list-style-type: none"> • Health and Safety policy • Healthy eating policy • Medication Policy and protocols • All staff completed asthma, anaphylaxis and apply first aid training at the end of 2012 • Teaching staff and occasional care leader completed CPR 12 monthly training Dec 2014 • Toilet /change area procedures and practices • Healthy breakfasts program at kindy • Shared healthy fruit and vegetable morning snack • General safety systems • Risk assessments completed for local excursions and inside Kindy risks • Evacuation drill practice – book to teach children created. • DECD \$30,000 improvements to meet safety standards
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Key improvements sought for QA2

Standard/element [number] 2.3.4	<i>Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.</i>
Identified issue	<p>From reasons outlined in QA1 – the improvement goal for 2015 is:</p> <p style="text-align: center;">❖ <i>To develop the wellbeing of the “whole child” as part of the family and community.</i></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
2.3.4	To see documented evidence of improvement to the wellbeing of each every child.	H	<ul style="list-style-type: none"> • Using strategies from the RRR, EYLF and Connections documents we will program to support this goal. 	<ul style="list-style-type: none"> • RRR data from wellbeing scales • Program evaluation • Profile books 	All year progress	

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.	
2012	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.	
2013	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"> • Centre built to DECD standards • Extensive shaded outdoor play space • Ramps for wheelchair access • Sufficient resources for current numbers of children • Additional building allows for multiuse facility for parent groups. • Developing more open ended play areas with the removal of the railings and new platform area
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Key improvements sought for QA3

Standard/element [3.3.2]	Children are supported to become environmentally responsible and show respect for the environment.
Identified issue	<p>As from data in QA1 – to further support the wellbeing of the “whole child” the goal for 2015 is:</p> <p>❖ <i>Address children’s disconnect with nature to support stronger wellbeing.</i></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
3.3.2	To reconnect children with the natural world – to build their awareness and understanding of the natural world.	H	<ul style="list-style-type: none"> • OPAL natural world project. • Nature Play SA – passports for young children 	<ul style="list-style-type: none"> • Passports completed • OPAL project worksheets. 	End of term 3	

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.
2012 2013	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"> • Staff child ratios currently 1:11 • Supervision of children policy in place and acted upon. • Staff training, qualifications and experience. • Programming, planning and evaluation systems. • Continuity
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Key improvements sought for QA4

Standard/element [4.2.3]	Interactions convey mutual respect, equity and recognition of each other's strengths and skills
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Identified issue

To reflect and critique self and other staff practice through observations and conversations.

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
4.2.3	A daily/weekly review and reflection system for staff team that is sustainable and meaningful.	H	<ul style="list-style-type: none"> • Commitment to reflection time at the end of the day. • Reflection documented in diary/program book • Staff performance plans 	•	From the beginning of Term 1 2013 onwards.	

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.	
2013	Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
2012	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"> • Behaviour policy • Statement of principals • High quality staff • Staff/child ratios • Collaborative play situations valued and enabled • Minimal use of “time in” procedures • High use of positive reinforcement • Very high quality caring relationships with children
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Key improvements sought for QA5

Standard/element 5.1.3	Each child is supported to feel secure, confident and included.
Identified issue	From parent concerns staff will develop better process to support families and children through the transition into chosen school.

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
5.1.3	An improved system to support all children and families to transition to their chosen school.	H	<ul style="list-style-type: none"> Develop a flow chart to direct the actions taken by the Kindergarten staff through Term 3 and 4 		Term 4 2013	

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.
2012	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"> • Individual enrolment tour for families • Extensive enrolment pack • Enrolment summary sheet • Occasional Care program • Family excursions • Whole of family events • Surveys conducted every year • Local volunteers • Children’s reports and portfolio books • Daily conversations with parents • Newsletter • Displays in Kindy • Parenting classes eg Bringing up great kids • Links with an extensive range of services e.g. Communities for Children, Families SA, Murray Mallee Health, Mt Barker Community Health • Shared site with local primary school, extensive transition program • Referrals to DECD support services • Community events involvement - Callington Show, Monarto Zoo
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Key improvements sought for QA6

Standard/element [6.2.1]	The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing.
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6.2.2]	Current information is available to families about community services and resources to support parenting and family wellbeing.
Identified issue	The Callington Kindergarten and Occasional Care are currently part of a state trial to improve the quality of learning; and connections with, community services. This year we will support the ongoing strengthening of connections between the program and the wider community.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.3.4	To reconnect with occasional care families and support the development of parent involvement and learning.	H	<ul style="list-style-type: none"> • • Involve parents in planning future terms activities. • Involve local community group. • Involve Community health services – parenting skills. • Parents to read story at mat time (not compulsory) 	<ul style="list-style-type: none"> • 	All year development	<ul style="list-style-type: none"> •

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.
2012	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.
2013	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.
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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"> • Continuity of staff, director starting 7th year at centre, ECW in 6th year at centre. • Emergent planning process undertaken at the centre for the last 4 years • Validation through DECD conducted in 2010 • Collegial presentations to other directors • Policy folder completed • Staff training up to date – first aid and child protection.
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Key improvements sought for QA7

Standard/element [7.2.1]	A statement of philosophy is developed and guides all aspects of the service's operations
Identified issue	Due to the creation of a new staff team we will revisit the kindy philosophy statement and recreate as necessary.

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
7.2.2	To develop a team philosophy that reflects the beliefs of our new staff team and guides all that we do.	H	<ul style="list-style-type: none"> Through reflection, discussion and an inquiry process we will formulate a new philosophy and display for parents 	<ul style="list-style-type: none"> 	By the end of Term 1	