



Kathleen Mellor Preschool  
Kindergarten  
Quality Improvement Plan  
2017

## Service details

<b>Service name</b>	<b>Service approval number</b>
Kathleen Mellor Kindergarten	CS-00057487
<b>Primary contact at service</b>	
<b>Anne Willis</b>	
<b>Physical location of service</b>	<b>Physical location contact details</b>
Street: 51 Bowen Road Suburb: Rea Tree Gully State/territory: South Australia Postcode: 5091	Telephone: 82643603 Mobile: 0458658990 Fax: 83953607 Email: <a href="mailto:dl.4626_leaders@schools.sa.edu.au">dl.4626_leaders@schools.sa.edu.au</a>
<b>Approved Provider</b>	<b>Nominated Supervisor</b>
Ann-Marie Hayes Executive Director Statewide Services and Child Development Division Office for Education and Early Childhood Department for Education and Child Development / 31 Flinders Street, Adelaide SA 5000 Telephone: (08) 8226 1653 Email: <a href="mailto:AnnMarie.Hayes2@sa.gov.au">AnnMarie.Hayes2@sa.gov.au</a> Website: <a href="http://www.decd.sa.gov.au">www.decd.sa.gov.au</a>	Name: Anne Willis Telephone: 82643603 Mobile: 0458658990 Fax: 83953607 Email: <a href="mailto:dl.4626_leaders@schools.sa.edu.au">dl.4626_leaders@schools.sa.edu.au</a>
<b>Postal address (if different to physical location of service)</b>	

## 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.

<b>Term 1 and 2</b>	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time		08:45		08:45			
Closing time		2:45		2:45			
<b>Term 3 and 4</b>	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time		08:45	08:45	08:45			
Closing time		2:45	2:45	2:45			

## 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.

All staff are present every second Wednesday (odd weeks) in terms 1 and 2 and every second Monday in terms 3 and 4

Parking on Tuesdays, Wednesdays and Thursdays in both car parks.

How are the children grouped at your service?

Children are grouped according to age; Pre-entry children are taken as a separate group for snack and story/song time.

Children are separated into small groups when necessary and at times (depending on the activity) are grouped according to gender to give children the opportunity to engage in activities which may be monopolised by a particular gender in general play.

Children with additional needs are identified and services are sought for speech/ language/ behavioural difficulties- if eligible these children receive additional support from a support worker.

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

Nominated Supervisor, Anne Willis

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

At Kathleen Mellor Kindergarten our aim is to provide an environment where staff, children, parents, families and the community are active participants in children's learning.

We are responsive to the needs of all children and families and value collaboration with outside agencies to ensure every child achieves their potential. We provide a calm and predictable environment where communication is valued and encouraged. Staff respond to children positively and sensitively, engaging in the interchange of ideas and feelings.

We use the Early Years Learning Framework and the Indicators for Numeracy and Literacy to program for children's learning and assessment and have embraced the vision, pedagogy, principles and practices which guide our work with the children in our service. We provide a learning environment that promotes and nurtures the dispositions for learning, in the forms of confidence, resilience, persistence, organization and getting along. We also use the strategies of Powerful Learning and Growth Mindset to develop dispositions for learning where students take responsibility and ownership of their own learning.

We believe in quality teaching and learning and reflect on the quality of our program and educators using the Reflect, Respect, Relate assessment tool.

### **Belonging**

We believe that for learning to take place children need to develop relationships with educators so that they feel safe valued and acknowledged for what they bring to the education setting. At Kathleen Mellor Kindergarten we give priority to the development of relationships and all staff are consistent in their responses to children and their approaches to their learning. Children's voice is valued and encouraged and the environment and experiences provided are developed to create opportunities for children to develop their skills and dispositions for learning.

We believe that the development of strong and respectful relationships with families is vital and we have a warm and welcoming environment where families are encouraged to participate in their child's learning journey.

### **Being**

We believe in play based learning where children interact with the experiences offered at kindergarten and where children have the opportunity to manipulate the play environment to suit their own needs and interests. Children's ideas and interests are included in the kindergarten program to ensure the learning is child focussed and relevant to their needs. Children's learning is recorded in learning stories and placed in their profile books where families can share the experiences with their children and children can re-visit the play experiences.

We believe in developmentally appropriate practice in our literacy practice, encouraging children to develop skills in oral language before expecting them to develop print knowledge.

### **Becoming**

We believe that for children to reach their full potential they need to be engaged in a learning environment that respects their rights and the rights of others. At Kathleen Mellor Kindergarten we encourage children to take responsibility for their actions and to develop skills to protect themselves. Children are encouraged and supported to take risks with their learning in a safe and engaging environment. We encourage

children to be co-operative and collaborate with others wherever possible and when conflict arises we teach them the skills to manage the conflict and give them the skills to interact positively with others.

We use intentional teaching for learning in literacy, numeracy, protective behaviours and the development of social skills.

### **Natural Environment**

The kindergarten is in a natural setting where natural materials are available for play. We recognize the need for children to interact in a natural environment and encourage outdoor, natural play wherever possible. Our newly established mud kitchen offers exploratory interactions with natural materials. Eg. Mud, sticks, water, stones, rocks, gumnuts etc. The Memorial Oval is adjacent to the kindergarten and children have access to that area as the need arises. Eg. Sports Day. Children are encouraged to look after the garden and kindy environment and families are rostered on weekends to water and tidy the garden area. Children are taught recycling and learn to separate the rubbish into re-usable, recyclable and green waste. The children's food scraps are fed to the worms in the kindy worm farm.

### **Assessment for learning**

We believe that planning for and assessing learning is a cyclical process where continuous improvement is expected and strategies are monitored and evaluated regularly. We believe that the quality improvement plan needs to be reviewed regularly and interventions put in place where improvement is needed. We use a variety of teaching and assessment strategies to reflect on children's learning and collect evidence to inform our practice and to decide where children need to go next in their learning and how they are going to get there.

### **We value**

- Secure and trusting relationships
- Respect (self, others and the environment)
- Learning through play



## 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

<b>Standard 1.1</b>	<b>An approved learning framework informs the development of a curriculum that enhances each child's learning and development.</b>	
	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.
<b>Standard 1.2</b>	<b>Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.</b>	
	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	Curriculum
	<p>The kindergarten used the Early Years Learning Framework and the Indicators for Numeracy and Literacy for programming, assessment and reporting. These publications are the approved DECD documents that inform the development of the curriculum.</p> <p><b>1.1.1, 1.1.2 and 1.1.3</b></p> <p>Each child is encouraged to be independent in their morning routines.</p> <p>Children choose their own activities upon arrival and are encouraged to engage in all the activities which are on offer. Children's choice is respected and children are able to choose activities which may not already be available in the kindergarten at that time.</p> <p>Children are involved in the morning roll routine where children are counted and the number recorded. Children are taught specific instructions for evacuation and invacuation procedures and understand the need for accurate recording of children present to ensure safety in case of an emergency. At the morning roll time, children who have been identified as having difficulty making or maintaining friends are asked who they would like to play with. New children are assigned a 'buddy' to play with them initially to ensure they feel supported in their interactions at kindergarten.</p> <p>Children are encouraged to be independent in their organization and learn skills to take care of their own belongings to increase their level of confidence and responsibility. The 'You Can Do It' program is used to help children to learn the skills of Organization, confidence, getting along, persistence and resilience. Staff support children to be independent in routines and transitions. Beginning kindergarten can be stressful for children and parents and the kindergarten is flexible in the manner in which children access the kindergarten program. Parents are encouraged to stay with children</p>

who are not feeling safe and the support from the parents is gradually reduced until children are independent at kindergarten. The kindergarten has a strong relationship with Tea Tree Gully Primary School and programs are in place for kindergarten to visit the school regularly to encourage and develop children's confidence in beginning school.

#### **1.1.4, 1.1.5 and 1.2.1, 1.2.2 and 1.2.3**

Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning. Qualified and experienced educators are responsive to the needs of the children and are skilled at using opportunities in play for intentional teaching and learning.

There is a formal process for collecting data on children's interests and beliefs/family customs etc. Parents fill in a questionnaire upon enrolment and data is transferred to our programming folder for use when planning for learning. Children's interests and ideas are included in the kindergarten program which is developed at each staff meeting once a fortnight. Staff observe children's play for the previous weeks and add special play interests or ideas into the program to ensure it is relevant to the children and extends learning which has occurred in previous play episodes. Educators use a cyclical approach to teaching and learning which is displayed for families along with the kindergarten program.

Educators use an EYLF quilt to record children's learning and this is sent home each term and is available for parents to view at other times. Staff reflect on these quilts during staff meetings to ascertain where there are gaps in children's learning as individuals and as a group. Play experiences may then be presented to capture children's interest to learn that particular skill or disposition for learning.

The kindergarten provides a 'Statement of Learning' for reporting children's progress to families. These will be sent home to families and will be passed on to the relevant schools. The Director consistently seeks feedback from all feeder schools to ascertain how the Reception teacher views these documents and if the school requires further information about a child.

The documentation about each child's program and progress is available to families. Each child has an Individual Learning Plan written for them, which is used to target specific learning areas. These Learning Plans are made available to families in their child's profile folders and they are informed where specific goals are put in place to enable continuity in action at home and at kindergarten. Families are encouraged to look at their child's profile folder and take it home at the end of every term (and whenever they would like to share it with other family members, for example holidays with Grandparents). Parents and children are able to view the profile folders at any time. Profile folders are stored at a height where they are accessible for children and children often take the folders to the tables to look at the learning stories, photographs and pictures that they have done. This is a wonderful way for children to reflect on their learning and re-visit activities and events in their lives. Evidence of learning (children's learning stories, group learning stories, program, assessment and anecdotal evidence) is kept in folders and at the end of each year is archived for future reference. Books of previous years learning stories are kept in a book stand for parents or children to access.

Parents are advised through newsletters that they are welcome to speak to staff about their child at any time and in term 2 are invited specifically for parent/teacher interviews. These interviews are minuted and actions recorded for future reference.

Statements of Learning are written in the developmental learning outcomes for each child in their final term of kindergarten. All children draw/paint a picture of themselves which is framed and sold to the families at the end of the year as a representation of where their child was developmentally when they were at kindergarten (this is a wonderful tradition which has been going at the kindergarten for many years).

#### **1.1.5 and 1.1.6**

Every child is supported to participate in the program. Children are assisted to engage in the kindy program at their own level. Where children are unable to access the program, allowances are made to differentiate the curriculum to cater for their needs. Children who are targeted as requiring extra help to access the kindergarten program are referred through to Disability services for assessment and support. The kindergarten works closely with the DECD speech pathologist to develop programs and procedures for working with children and families to support these children. Speech and language programs are followed by the Preschool Support Worker who also works closely with families to ensure programs are being re-enforced at home.

Children who are identified as being 'GOM' children are given support and assistance with particular emphasis being placed on the development of relationships with staff and other children. The Director works closely with the foster family and Families SA to ensure the best learning outcomes for this particular group of children.

### Key improvements sought for QA1

<b>Standard/element</b> [1.1.6]	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world	
	<b>Identified issue</b>	How do we ensure that we are providing a play based program that encourages and promotes intellectual stretch for every learner.
<b>Standard/element</b> (1.2.1]	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	
	<b>Identified issue</b>	How do we ensure that staff routinely collects data on children's learning? Staff will use the 'Indicators of Literacy and Numeracy' for programming, documenting and for assessing learning.



<b>Standard/element (1.2.3]</b>	Critical reflection on children's learning and development, both as individuals and in groups and is regularly used to implement the program.		
	<table border="1"><tr><td data-bbox="351 276 589 442"><b>Identified issue</b></td><td data-bbox="589 276 2161 442">Children's learning needs to be identified through the use of the language of Powerful Learners.</td></tr></table>	<b>Identified issue</b>	Children's learning needs to be identified through the use of the language of Powerful Learners.
<b>Identified issue</b>	Children's learning needs to be identified through the use of the language of Powerful Learners.		

## 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
1.1.6	Provide a play based program that promotes intellectual stretch	M	Ensure that we provide a variety of activities that are focussed on providing opportunity for children to extend their learning. Differentiate the learning in small and large group activities so that all children can be intellectually stimulated at their level.	Children will be engaged in the learning and extending their knowledge and vocabulary through the activities that are being provided  <b>EYLF: Outcome 4</b> , children will become confident and involved learners	T2 2017	
1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	H	Staff will familiarise themselves with the matrix for assessment of learning in literacy and numeracy when it becomes available. Staff will use the program "MiniMarkIT" to support the documentation of children's learning.	Each child's learning will be documented through the EYLF quilt, learning stories, observations indicators of literacy and numeracy and MiniMarkIT <b>EYLF: Outcome 4</b>	T3 2017	
1.2.3	Children are able to articulate what makes a good learner	H	Staff will model the language of Guy Claxton's book "Building Learning Power". Staff will use the language of powerful learners to promote Growth Mindset.	Children will use the language of Growth Mindset and learning power. <b>EYLF: Outcome 4</b> , children will become confident and involved learners	T4 2017	

# 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

<b>Standard 2.1</b>	<b>Each child's health is promoted.</b>	
	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.
<b>Standard 2.2</b>	<b>Healthy eating and physical activity are embedded in the program for children.</b>	
	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.
<b>Standard 2.3</b>	<b>Each child is protected.</b>	
	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

<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
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

<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
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
	<b>Related requirements</b>	
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

#### 2.1.1, 2.1.2 and 2.1.3

Infection control procedures are in place to ensure the health and safety of staff, children and families. These are displayed in the wet areas for all to see and to follow.

Children's health needs are identified through the enrolment process and children with specified medical conditions have management plans drawn up which are kept in the office area (allergy buddy) with the child's photo on the front for easy identification. Children who require medication have a medication form completed by their parent/caregiver which is done on a daily basis if needed.

Parents are advised through the enrolment process that children who are unwell need to be kept at home while they are ill. A child who presents as unwell during the day is monitored and a parent/caregiver is notified to come and collect them. The kindergarten has pillows and quilts which children are able to access if they are unwell. A staff member monitors the child until they are collected by a parent/caregiver. If there is a case of a communicable disease at the kindergarten all parents are notified by a note on the daily notices white board and a note in children's communication pockets.

#### 2.2.1

Healthy eating is promoted at every opportunity and children are encouraged to eat a healthy snack and lunch daily. Foods which contain nuts are sent home as the kindergarten is a nut aware centre, with the parents informed upon enrolment not to send food containing nuts. Water is supplied for children that may not have a water bottle. Water bottles are filled for children and all children are encouraged to drink water regularly and are specifically taught about the importance and benefits of drinking water for their bodies.

A refrigerator is available for children whose food needs to be refrigerated; parents are encouraged to pack ice packs in children's lunch boxes.

Lunch boxes are kept separate from children's bags and are kept in a cool area.

Cooking as part of the curriculum is always a healthy recipe and children with specific dietary needs or intolerances are catered for. Health and hygiene practices are taught during cooking sessions to ensure safe food handling practices are adhered to.

Birthdays are celebrated without sweets/cakes and photos of the child with a play doh cake are placed in profile books as a way of documenting the celebration. Where parents have specific customs or beliefs regarding birthdays these are respected and the practices at kindergarten are changed for that individual child.

Healthy snack time is mid-morning. The children eat together so that staff can monitor what children are eating and encourage them to eat the food which is good for them. Children with fruit or vegetables are praised for their healthy food choices and healthy food choices are actively promoted.

Lunch is a shared experience where children are given a choice as to where they want to sit for lunch. This is a social time where children choose to sit with friends and when they finish eating they are encouraged to talk amongst themselves. Children bring their water bottles to the table to drink with their lunch. Healthy food choices are promoted and children are encouraged to eat sandwiches, salads, rolls etc. before other foods. 'Nude food' is promoted with children and parents (food with no packaging).

#### 2.2.2

Preventative measures are in place to control the spread and control of infectious diseases. There is a list of notifiable diseases in the locker area so that if a parent arrives with a child who has a condition which is contagious, staff have a quick reference to apply the appropriate measures for exclusion.

Hand washing is required before eating, after toileting and when the children have touched/ blown their noses. Staff are present in the bathroom area to ensure correct health and hygiene practices are being learned and maintained.

Spontaneous swinging, climbing, digging and balancing are a part of the daily play activities and where children are seen to have difficulties they are helped to learn these skills. The children all have an EYLF learning quilt where the activities that they have shown us that they are able to do are highlighted each term in a different colour. Children are aware of this documentation of their learning and often ask to show us something so we can

highlight the square on their quilt.

#### **2.3.1**

Children's attendance is recorded daily on the EYS daily attendance sheet by parents and a staff member marks the roll daily on a weekly attendance sheet and electronically on the EYS. Children are physical counted as a check for numbers of children present.

All children's records are kept confidentially in the file in the office. The roll book contains contact details for all children in case of emergency as does the outdoor first aid kit and the evacuation basket. Roll book is kept up to date to ensure records of children present are accurate and the number of children present is recorded above the roll book on the cupboard and by the back exit door. The number is adjusted as children leave during the day (part time enrolments, early pick up etc.)

#### **2.3.2**

Risk assessments are completed for all activities at kindergarten and any that are assessed as Medium to high risk are placed on a risk register.

A daily inspection is carried out for the outdoor and indoor play areas and is signed off by a staff member. Any hazards noted are reported on the appropriate hazard report form which is available for staff to access on the staff notice board. These are addressed and actioned as soon as possible and if this is not possible are removed.

All accidents are recorded in a first aid log and staff review the accidents at staff meetings to ascertain if there is a pattern to accidents or if there is a hazard which needs to be assessed and minimised. Parents are notified by a note in their communication pocket if their child has needed first aid and are spoken to at the end of the session if they are collecting the child or if the child is at OSHC the parent is rung to inform them of the incident. First aid is administered by any of the staff members who are all trained in first aid, anaphylaxis and asthma management. There is a well stocked first aid kit in the kitchen for all first aid requirements and this is regularly re-stocked and updated according to management plan (STAR).

When there is illness or injury that is deemed by staff to be serious, the parent is called to either collect the child or to assess the situation for themselves. If no emergency person can be contacted and the child is deemed to require medical assistance, an ambulance is called.

All serious incidents are recorded in the Incident Reporting Management system within 12 hours.

#### **2.3.3**

All emergency procedures are reviewed annually and staff are inducted in the procedures through the induction process. All procedures are consistent with DECD policy and procedures.

Emergency evacuations and invacuations are diarised to occur each term and are practiced regularly. All children are specifically taught the evacuation procedures which are displayed for children and adults on all exit doors. Parent volunteers and visitors are required to sign in the visitor's book when they are staying at kindergarten to ensure accurate records of those present in the event of an invacuation or evacuation.

An emergency evacuation basket is taken outside on evacuation, containing all relevant documentation for contact numbers for parents/ carers.

The kindergarten follows all DECD procedures for Bushfire safety.

#### **2.3.4**

The Child Protection Curriculum is taught to children through small groups and incidentally where appropriate.

All staff understand their roles and responsibilities in accordance with Child Protection legislation and the Governing Council members are given Responding to Abuse and Neglect Training by the Director.

Staff discuss any child who may be deemed to be at risk and notify agencies where appropriate.

Children who are identified as needing further assessment/investigation are referred to the Child Development Unit. Families are supported through this and other processes to ensure that the outcome for children is a positive one. Transition meetings for children with additional needs are organised by the kindergarten to ensure the appropriate resources are in place for children transitioning to school. All stake holders/ agencies are invited to these meetings. Actions are minuted to confirm who needs to take what action for future planning.

## Key improvements sought for QA2

<b>Identified issue (2.2.2)</b>	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child. Children are not able to run in the kindergarten yard due to tripping hazards.
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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
Element 2.3.2	Reduce the incidence of trips and falls	H	Prevent children from running on hard surfaces Provide the opportunity for running on the oval adjacent to the kindergarten	Reduced trips and falls	T1 2017	
Element 2.3.3	Children to be aware of the need for invacuation and evacuation procedures and practice these regularly.	H	Practice invacuation and evacuation with children Have Fire Brigade and Police visit the kindergarten to help children understand the concept of an Emergency.	Children participating fully in evacuation and Invacuation procedures	T1 2017	

## 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

<b>Standard 3.1</b>	<b>The design and location of the premises is appropriate for the operation of a service.</b>	
	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.
<b>Standard 3.2</b>	<b>The environment is inclusive, promotes competence, independent exploration and learning through play.</b>	
	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.
<b>Standard 3.3</b>	<b>The service takes an active role in caring for its environment and contributes to a sustainable future.</b>	
	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

	<b>Related requirements</b>
	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

<b>Strengths</b>	<p><b>3.1</b></p> <p>The kindergarten is owned by the city of Tea Tree Gully, therefore any maintenance issues that are to do with the building need to be approved by Council and funded by Council. DECD has a responsibility for the upkeep of the building but this relationship between Council and DECD is one that The kindergarten building is a light airy, space with an abundance of natural light and room for the children to move about freely. Children are able to access materials themselves and ask for additional materials which they may need for special projects. The children’s interests are catered for and resources provided to suit their interests/needs.</p> <p>The kindergarten is in a wonderful natural bush setting with access to the oval and a community playground. The oval is used on a regular basis for games and Sports Day (where we combine with Tea Tree Gully Primary School). The environment is tranquil and children are given the opportunity for free, natural outdoor play. There is an abundance of bird and animal life in the environment which adds to the interest and opportunity for learning. Children are supported to become environmentally responsible and show respect for the environment. Children are allowed to climb trees to a certain level, providing they are careful not to break branches.</p> <p>The digging patch has had an upgrade with materials and resources added to maximise learning opportunities and engagement. A mud kitchen has been established where children are able to interact with natural materials. Children are able to use this area in multiple ways and change its use according to their interests.</p> <p>Climbing equipment is used to create interest and promote risk taking behaviour and is set up with the assistance of the children so that they can experience choice in the setup of their environment .</p> <p>Lawn has been replanted and maintained to provide a safe and level playing area for ball skills and ‘gymnastics’.</p> <p>Table top activities are provided on the verandah along with the construction area to provide opportunities for children to develop competence and promote creativity. Resources are provided for children to use in multiple ways to ensure independent exploration and learning.</p> <p>The indoor environment has areas where children have choice in the way they use the resources and equipment. The home corner is an area which has been extended to cater for more children and more exploratory play.</p> <p>A maths cupboard is readily available with multiple resources for children to use in any way they want for counting, sorting, measuring and estimating.</p>
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There is also a quiet area that has been established with books, pillows and a sofa bed for children who need some time out. The kindergarten has also recently purchased some tablets for children to use and apps have been loaded on these for children who are interested in literacy and numeracy activities.

The Interactive White Board is used to enhance children's learning to aid in their enquiry based learning. The kindergarten has set up a Wonder Wall where children's questions are highlighted and answers are sought.

### **3.2**

The general public is encouraged not to speak to children through the fence as we are teaching the children child safe protection skills, not to talk to people they don't know. All staff have been trained in the notification of child abuse and neglect and teach the child protection curriculum.

Parents and children are encouraged to notice anything that they think is unsafe and staff report any maintenance issues to DTEI.

Anything that is unsafe is immediately dealt with to reduce the risk of injury.

Director uses STAR to manage maintenance issues and IRMS to document any information regarding to children's injuries.

Risk assessments are carried out for all excursions and to manage any risks in the kindergarten environment.

HS&W is on the agenda for each staff meeting and any issues raised are dealt with in a timely manner.

Children' gross motor skills are developed through the setup of varied equipment that challenges them physically, catering for all levels of development, confidence and competence. Equipment is able to be changed according to interest, need and level of challenge.

Fine motor skills are also developed through many different activities in the outdoor and indoor environment with varying levels of challenge.

The kindergarten building is light and spacious with the activities positioned for a flow of traffic through the main room to the back room.

Climbing equipment is put out on a daily basis in different positions to encourage physical challenges to children. Children are encouraged to take some risks in the kindergarten environment to extend their physical capabilities. The large sand pit is where many imaginative scenarios are created as children assign new meanings to the objects they are playing with. They use natural materials, plants and water to add interest to their sand play.

There is a mud kitchen in the digging patch which is used for multiple purposes where children self-initiate play and this is monitored for safety and effective use. Children are able to use adjuncts in this area which adds to the complexity and the variety of the play.

### **3.3**

One of the kindergarten values is respect for the environment. The kindergarten worm farm and garden have contributed to the children having the opportunity to learn about sustainability and caring for our environment. Children plant, water, weed and pick the food that we grow. The children get to eat the foods that are picked when it is ready to eat. New vocabulary is learned as children 'cultivate' and 'aerate' the soil, 'harvest' the food and discover new tastes and textures.

The kindergarten has a focus on reducing landfill. Bins are available for recycling and children are taught which bins to use.

Materials are re-used or recycled as much as possible and food scraps are given to the worms to break down into worm casts which are then used to make 'worm tea' to fertilize the garden. The collage trolley is evidence of the re-use of materials as parents bring in boxes and other recyclable materials for construction.

Old metal cooking utensils are used in the mud kitchen for play and are strung up in the tree for a 'musical' experience.

The kindergarten teaches children about recycling through the KESAB game which has cards for sorting into the various bins.

Water wise taps are in place and dual flush toilets to minimise water wastage. Children are taught to conserve water wherever possible (including in the sand pit and mud kitchen).

Parents are rostered each weekend to care for the kindergarten grounds and garden and children often attend with their parents. Children return to kindergarten displaying pride in the work they have done and some families have even written learning stories to document their experience.

## Key improvements sought for QA3

<b>Standard 3.3</b> <b>Element 3.3.2</b>	The service takes an active role in caring for its environment and contributes to a sustainable future. Children are supported to become environmentally responsible and show respect for the environment.
Identified issue	The kindergarten has a water course that was developed around 15 years ago but has not been used because of issues with the design of the water catchment areas and the area being deemed to be unhygienic and not environmentally sustainable. I would like to investigate the possibility of restoring this resource for use with the kindergarten children, providing we can do it in an economically viable and environmentally sustainable way.

### 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
<b>Standard 3.3</b> <b>Element 3.3.2</b>	The re-instatement of the outdoor learning environments water course	M	Apply for funding to investigate the viability of re-opening the water course, ensuring it can be done in an environmentally sustainable manner	Water course being used for water play and environmental/ sustainability education <b>EYLF: Outcome 2</b> , children are connected to and contribute to their world- develop an awareness of the impact of human activity on environments	Term 3 2017	
<b>Standard 3.3</b> <b>Element 3.3.1</b>	Sustainable practices are embedded in service operations. Rain Water tank for water play	M	Funding/ grant applications for increasing sustainable practices at the kindergarten	Installation of a rain water tank at kindergarten. This will be a part of the re-development of the water course.	Term 3 2017	

## 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

<b>Standard 4.1</b>	<b>Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing.</b>	
	Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
<b>Standard 4.2</b>	<b>Educators, co-ordinators and staff members are respectful and ethical.</b>	
	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

<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
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
<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
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
	<b>Related requirements</b>	
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

##### 4.1

Educator to child ratio is maintained at all times. Children are supervised at all transition points. Staff communication is through the diary which is placed in the drawer in the telephone desk in the office, to ensure confidentiality with notes. Staff also communicates verbally and through sticky notes where necessary.

Experienced staff who have developed excellent relationships with children and families. Staff model appropriate language and behaviour at all times promoting oral language skills and social skills. Staff continuity has maintained community links and staff members are qualified in Early Childhood Education. Staff are highly skilled in helping children to learn appropriate skills in social interaction and assist children where required to assert themselves in conflict situations in an appropriate manner. Staff explicitly teaches child safe language and skills to ensure that children learn the necessary skills to keep themselves safe. Child safe practices are included in the program.

Preschool support staff member employed to work with children with additional needs qualified and skilled in working with children with learning difficulties. This staff member has attended training and development for working with children diagnosed with Asperger's/ Autism and how to differentiate the curriculum. Staff engaged in professional development and training to ensure skills are up to date. Professional development shared with all staff at staff meetings.

Relief staff has appropriate induction processes and regular relief staff are employed for continuity and the development of relationships with children. Induction processes are clear and all staff has access to the induction book which relief staff are required to read before commencement of work.

Induction includes: first aid procedures, children at risk, children with specific medical needs, children with additional needs/communication difficulties, emergency procedures, staff roles, philosophy code of ethics, WHS information, Employee Assist information, daily routines and staff roster. Relief staff consistently comments that the kindergarten environment is a pleasure to work in and are highly motivated to come back when requested. When a regular staff member is absent the absentee is written on the daily communication board and the relief staff member named.

Students from local schools come to the kindergarten for work experience and have indicated that the experience has made them consider Early Childhood Education as a career.

##### 4.2

Staff have a high level of collaboration and worked together to create the Quality Improvement Plan. Practices and play domains are regularly reviewed and changed according to the needs and interests of the children and families.

Staff have rigorous discussion regarding children's learning and dispositions for learning. All staff attends TPLC meetings with the Tea Tree Gully Primary School on a fortnightly basis where Powerful Learning and dispositions for learning are shared between sites. Examples of practice are shared in each of the areas as outlined in Guy Claxton's Book 'Building Powerful Learners'. The areas discussed in these meetings are then highlighted at kindergarten and brought into practice. A Powerful Learner's display has been set up at kindergarten where children's use of the 'You Can Do It' keys to success are highlighted and celebrated through photographs and observations.

Staff regularly communicates to develop skills and knowledge about children through daily conversations and weekly staff meetings.

Staff meetings are held on a fortnightly basis, are minuted and have an agenda which includes updates from NQS to keep staff regularly updated on standards for education and care. Performance plans are developed and reviewed on a regular basis. Any training needs are identified and training organised. Educators are a cohesive team who are all experienced in Early Childhood Education and Care and respect, support and challenge each other where necessary to ensure the best learning outcomes for children. Each staff member brings their own strengths and talents to the kindergarten community and these are recognised and celebrated.

All staff is trained in first aid and ensures that children's health and safety are paramount. All records for incidents and accidents are kept securely and all information is communicated to parents on the day of the incident.

Kindergarten staff communicates regularly with OSHC staff to ensure continuity of care for the children who attend OSHC. Children are delivered to the Preschool by OSHC staff in the mornings at around 8.30am and these children are able to access the kindergarten program with a staff member present until 8.45am when the usual kindergarten program begins. At the end of the day a staff member from the kindergarten delivers the children to OSHC at the Tea Tree Gully Primary School. Information about the children enrolled in both services is communicated to ensure a consistency in education and care.

This is a service we offer to working families and comes at no additional cost.

Kindergarten Director has developed excellent relationship with the Principal and Reception teacher from local feeder school (due to the close proximity) and communicates with them regularly. Meetings are held regularly regarding children transitioning to school to ensure the process is a smooth one. Teacher liaising with school for visits to it suite and library, twice per term. The Reception class from school visits the kindergarten regularly and the kindergarten children visit their classroom with the kindergarten teacher.

## 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

<b>Standard 5.1</b>	<b>Respectful and equitable relationships are developed and maintained with each child.</b>	
	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.
<b>Standard 5.2</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.</b>	
	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

<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
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	5.1
	<p>The relationships that educators develop with children and families at this kindergarten are excellent and this is an area where the staff at Kathleen Mellor Kindergarten feel their greatest strength lies. Children are supported in developing attachment to staff and are happy to separate from care givers. Educators are flexible in the session times and parents are consistently told “you are never late for kindy” as staff realise how difficult mornings can be for young families. Children’s home language is valued and maintained wherever possible and children’s cultural customs and values acknowledged and respected.</p> <p>Children respond to staff who have shown a genuine interest in them and their family and all educators are authentic in their engagement with children. Educators are able to promote and extend children’s learning as they have developed these excellent relationships. Children feel that they belong at kindergarten and often ask to come to kindy on non-kindergarten days. Children are greeted by happy and enthusiastic staff each morning and are encouraged to say hello during roll call. Individual milestones and achievements are celebrated and time is given to individual children to talk about special things they may have brought from home. Children are encouraged to bring items that are natural or handmade rather than commercial toys. Books from home are read to the group or read in small groups. Children freely share their ideas during small group times and in general play. Specific intervention strategies are put in place when children are having difficulty with separation from parents. Sticker charts, kindy books, photo stories and learning stories are all strategies that have been used to support children who are anxious about separating from parents. In some circumstances the kindergarten program has been changed to suit the circumstances, to enable the individual child or children to have successful transitions from home to kindergarten. Children are never left alone when they are upset, a staff member is always present if a child is not coping with a situation or circumstance and a child who does not settle quickly will have their parent rung, to come to help them settle or to take them home. If a child has been upset at separation and settles quickly staff often ring the parent to let them know that the child is settled and happy. Individual learning plans are written for all children and for those who are having difficulty with separation or with social skills, these are tailored to meet the individual child’s needs. These are monitored and re-evaluated to ensure the skill or behaviour is achieved.</p> <p><b>5.2.1 and 5.1.2</b></p> <p>Children are supported to develop relationships with other children and are ‘buddied’ with other children when they have difficulty developing relationships. Social skills are explicitly taught when the situation arises- turn taking, sharing, conflict resolution, entering a group etc. Behaviour management practices are within Departmental guidelines, are ethical and appropriate to the situation. The kindergarten staff are always</p>

aware of the need to use strategies that are appropriate to individual children and strategies are reviewed on a daily basis at times, to ensure that the strategies being used are relevant and responsive to the needs of the individual child. Child voice is respected and all staff listens to children to find out what the problem is when helping children to resolve difficulties. Children are aware that they have a right to feel safe and that they need to respect the rights of others. All children are encouraged to develop relationships with their friends in an empathic, respectful and caring manner. Children are supported to develop positive relationships with each other by the provision of activities which promote positive social skills and appropriate behaviour. The physical environment is designed to promote positive interactions with areas for busy play, quiet play and intentional teaching with adequate resources, equipment and activities to suit the children's needs. Educators use the "You Can Do It" characters from 'Program Achieve' to teach children the skills of social interaction.

Children show care for each other in general play and display genuine concern for each other in their everyday interactions with each other.

### **5.2.3**

Children are assessed in a respectful manner in their everyday interactions with the kindergarten environment. Children are encouraged to show staff what they have learned and they often ask to have learning stories written for them as evidence of their learning. Children's rights are respected and if they want to take a piece of work home that we intended to keep for assessment the work is photocopied for our records and the child keeps the original. There are times when children are taken aside 1:1 with an adult for specific speech and language assessment or other types of specific assessment. Children are asked to go with an adult for these times and sometimes need to be skilfully manoeuvred to a quiet learning space, however, if the child is unwilling they will have their rights respected and the assessment takes place in the learning environment or at another time. Staff are skilled in recognizing when a child is having difficulties in accessing the kindergarten program and develop close relationships with families to ensure that conversations take place that are constructive and authentic. Parents who are experiencing difficulties with children's learning or behaviour are supported to employ strategies which are used at kindergarten that can also be employed in the home environment.

The conversations about a child who may be developmentally delayed and needs to be assessed for further intervention are much easier when staff have developed a positive relationship with families. At Kathleen Mellor Kindergarten we have had these conversations and had very favourable outcomes for the children and their families. Staff discuss children's behaviour with parents when children exhibit disruptive or antisocial behaviour and collaborate with families to find the best solution for the management of this behaviour at home and at kindergarten. Educators develop visual cue cards for children who require assistance to make positive choices and these are accessible to all staff for use and are shared with families for use at home.

The dignity and rights of the child are respected at all times and educators maintain a calm and consistent approach with individual children even when children are not calm.

## Key improvements sought for QA5

Standard/element	
Identified issue	

# 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

<b>Standard 6.1</b>	<b>Respectful supportive relationships are developed and maintained.</b>	
	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
<b>Standard 6.2</b>	<b>Families are supported in their parenting role and their values and beliefs about child rearing are respected.</b>	
	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.
<b>Standard 6.3</b>	<b>The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.</b>	
	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

<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
6.1, 6.2, 6.3	regulation 157	Access for parents
	<b>Related requirements</b>	
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
<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
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

<b>Strengths</b>	<p><b>6.1</b> Educators at Kathleen Mellor kindergarten understand that parents are their child's first teachers and value and respect the knowledge, understandings, language and contextual issues that each family brings to the kindergarten. A daily notice board is positioned at the entrance of the kindergarten for families to see what special things are happening at the kindergarten that day. Parent information is positioned inside the front door with good signage so parents are able to access community information. The information is updated regularly to ensure it is accurate and up to date. Parent pockets are accessible daily and all newsletters and information is placed in these. For families who do not attend kindergarten (children coming from OSHC daily), notices are placed in children's kindy bags.</p> <p><b>6.1.1</b> Enrolment processes are known to the community and early enrolment is encouraged. The kindergarten offers an extended Pre-entry session once a fortnight for the two terms prior to starting full time kindergarten. Parents choose a morning (Tuesday, Wednesday or Thursday) and the children come for a morning session (9.00 – 11.30am) This has proven to be a highly successful way of helping children and parents make the transition from home to kindergarten. A very successful Playgroup operates at kindergarten on Monday mornings and is a wonderful way to have parents involved and introduced to the kindergarten environment. Playgroup parents usually continue on to being kindergarten parents. Parents are aware of processes for the collection of children and use appropriate forms when children are to be collected by some-one other than the parent. OSHC is used by many families and children are brought to kindergarten by OSHC staff in the mornings and kindergarten staff takes children to OSHC after kindergarten. This service has been of great benefit to families and has been a point of difference for families when enrolling children. Staff supports children to be independent in routines and transitions. Beginning kindergarten can be stressful for children and parents and the kindergarten is flexible in the manner in which children access the kindergarten program. Parents are encouraged to stay with children who are not feeling safe and the support from the parents is gradually reduced until children are independent at kindergarten.</p> <p><b>6.1.2</b> The program is sent home to all parents and families are given the opportunity to contribute to the program wherever and whenever they can (help with cooking, demonstration of a skill or talent or involving the children in a cultural activity). The program and the processes for programming are displayed on a notice board. Parents are invited to be a part of the learning process and are encouraged to participate in the program wherever possible. Parent help is used on a continuing basis with library book borrowing, regular help with walking excursions, kindy washing, gardening and</p>
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sorting/tidying play areas.

The AGM for Governing Council is held at an Acquaintance evening early in Term 1 and is extremely well attended by kindergarten families. Governing Council meetings are held twice per term and are well attended by members. An agenda is available for members to add to the week before the meeting and meeting reminders are e-mailed to members. Policies and procedural changes are taken to the Governing Council for comment, alteration and finally, ratification.

Parent Opinion surveys are distributed to all families in term 3 and the return rate is generally excellent. The results of these surveys are used to inform and improve practice. Results are generally very positive and affirm that we are providing a high quality service to families.

Parents attend excursions regularly, helping to supervise children on the day.

Staff discusses families expectations of kindergarten and make themselves available to parents before and after kindy for 1:1 discussion.

Relationships with families are highly valued by all staff and all families' values and cultural differences are supported and respected.

Parent / teacher meetings are offered and attended by parents on a regular basis to discuss children's learning. This has proven extremely valuable as a way of collecting information about children and their families.

### **6.1.3**

Information about the kindergarten service is available through the DECD website, the Kindergarten Website and an information booklet is produced which is given to prospective parents when enquiring about enrolling at the kindergarten.

Information is updated regularly to ensure that it is current.

### **6.2**

Families are encouraged to be involved in the programming and learning goals for their children. The kindergarten program is sent home for families and their opinion is sought to ensure that the program is relevant to their child's needs. Staff have regular conversations with parents regarding the learning at kindergarten and a Day Book is produced with photos and anecdotes of the day's proceedings. Parents view this book whilst waiting for the children at the end of the kindergarten session and children often talk about the activities they were involved in during the day with their parents. Copies of individual pages from the Day Book are being placed in children's folders where they have been featured.

Parents skills and knowledge of their own child's development is highly valued and they are given the opportunity to share their knowledge with staff at many times throughout the kindergarten year ie. Parent surveys, questionnaires, parent teacher interviews and on the children's Individual Learning Plans.

### **6.3**

Parents have the opportunity to be involved in Governing Council and therefore involved in management processes at the kindergarten.

Children with additional needs are supported through the Preschool support program and these families are given additional support where needed to access programs beyond the kindergarten setting. Families are supported through the process of referral to disability services and access is provided through the kindergarten to the DECD speech therapist. Where families have chosen a private speech therapist the kindergarten supports their choice and follows that therapists program. The kindergarten facilitates transition meetings and extended transition programs for children with additional needs to give them optimal opportunities to manage transitions successfully.

The relationship that the kindergarten has with the wider community is excellent and especially with the local Tea Tree Gully Council.

Special days are supported by the wider kindergarten community, Grandparents Day, Open Days and the annual disco are all highly successful events. The disco in particular is always well supported by the business community, well attended by families and is a great advertisement for the kindergarten. The kindergarten has also been involved in promotional events in the local community.

Playgroup is well supported and is seen as a very important part of the kindergarten. Playgroup is held on a Monday morning at present and the Director attends regularly for administration tasks, to ensure that Playgroup families get to know at least one staff member. Playgroup families are encouraged to enrol at kindergarten as soon as possible for future planning.

## Key improvements sought for QA6

<b>Standard/element [6.2.1]</b>	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
<b>Identified issue</b>	Some parents identified through Parent Opinion Surveys in 2015 that they did not know how their children were going in their learning and what they were learning.

## Improvement plan

<b>Standard/element</b>	<b>What outcome or goal do we seek?</b>	<b>Priority (L/M/H)</b>	<b>How will we get this outcome? (Steps)</b>	<b>Success measure</b>	<b>By when?</b>	<b>Progress notes</b>
6.2.1	Parents sharing in the learning program and decision making at kindergarten	M	Parent meetings Invitation to become a member of Governing Council. Some parents in Opinion Survey stated they did not know what was happening at kindergarten.	Parents being more involved in their child's kindergarten experience or having a better understanding of the children's learning -which should be reflected in 2017 Parent opinion survey	Term 3 2017	

# 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

<b>Standard 7.1</b>	<b>Effective leadership promotes a positive organisational culture and builds a professional learning community.</b>	
	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.
<b>Standard 7.2</b>	<b>There is a commitment to continuous improvement.</b>	
	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.
<b>Standard 7.3</b>	<b>Administrative systems enable the effective management of a quality service.</b>	
	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
	<b>Related requirements</b>	
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

<b>Strengths</b>	<p><b>7.1</b> Leadership at Kathleen Mellor Kindergarten is strong yet collaborative with all educators contributing to the positive organisational and learning culture, the Director is in the first year of a second 5 year tenure. The excellent finance officer has been employed for 5 years and is doing the role of Preschool support and relief ECW. All staff are highly skilled and dedicated to the children and families in our care. All staff is committed to continuous improvement and the Director has led many changes in the education setting over the last 6 years. All staff are clear in their expectations of teaching and learning and are involved in the development of a program which meets the needs of all learners. Statement of purpose and principles are a living document which are regularly reviewed and updated where necessary. The DECD Preschool Parent Opinion Survey is distributed in term 3 of each year and the results are used to inform the QIP for the following year. The Quality Improvement Plan is reviewed in term 4 of each year and the new Quality Improvement Plan drafted. Pupil free day planned to review QIP. The many changes in Early Childhood Education and Care have been handled calmly and consistently by the Director and parents and the community have been kept well informed of all the changes in a timely manner. The Director uses additional leadership time out of kindergarten hours to ensure the administration of the kindergarten is done when children are not present. The Governing Council are involved in the development, review and adoption of policies and procedures. Governance is in line with departmental policies. Governing Council meetings are held twice termly and are held at the kindergarten for ease of access. These meetings are very well attended and all parents are given the opportunity to have their say. Meeting procedures are followed, reports presented and minutes written, which are then distributed to the members within 1 week of the meeting. The fundraising at kindergarten is organised and run by the parents and the money raised is spent on items that the parents have placed on a 'wish list'. Parents are invited to fill in an application for the National Criminal History and screening check at the AGM to ensure that parents on Governing Council and parents who volunteer have the appropriate screening clearance. The list of those parents with clearances is kept in NQS folder 6.</p> <p><b>7.1.2</b> Induction of new staff and parents is embedded with procedures that have been updated recently in accordance with DECD WHS guidelines.</p> <p><b>7.1.3</b> New staff employed at the kindergarten in 2016 are known to families as they have worked previously at the kindergarten in different roles. To ensure continuity the director has maintained these staff in roles for the year. Every effort will be made to maintain these positions in 2017.</p> <p><b>7.1.4</b> The kindergarten director is currently studying modules for leading the learning, especially in numeracy improvement. The program is based on current research into numeracy improvement and aims to improve numeracy outcomes for the kindergarten. The Director is focussed on achieving DECD priorities and ensuring each child is engaged, challenged and achieving their potential. Goals for teaching and learning are clearly identified and expectations of staff and children have been established. In the absence of the Director the kindergarten teacher is a certified supervisor.</p>
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### **7.1.5**

All staff working with children have the appropriate qualifications, experience and are motivated and enthusiastic about teaching and learning. Staff engage with children in meaningful ways and are responsive to children's thinking and wonderings. Staff work in partnership with each other, with children and with families to ensure successful learning outcomes.

### **7.2.1**

The kindergarten values and philosophy are reviewed regularly and guide the work we do with children and families. The philosophy is written within the Early Years Learning Framework and relates to Belonging, Being and Becoming. The EYLF principles underpin our practice and are reflected in our programming that is focussed on assisting all children to make progress. The philosophy is evident in the day to day practices at kindergarten and is reflected upon regularly in staff meetings and incidental discussions throughout the day.

### **7.2.2**

Performance Development procedures are in place in line with DECD policies and site improvement plan and continual improvement is expected for all staff. Educators reflect on their own performance at regular review meetings with the educational leader and where improvement is needed plans are put in place to address the area identified (training and development etc.) A training and development matrix is being used to identify where staff training is required to meet WHS standards. The Reflect, Respect, Relate document has been used as a tool for reflecting on staff engagement with children in the outdoor learning environment. The observation scales for an active outdoor learning environment have been useful in reflecting on the engagement of children and therefore the equipment and activities that are being provided for children.

### **7.2.3**

Staff regularly look for evidence of learning experiences that are not engaging or responsive to children's needs and respond accordingly. Staff are willing to change activities or learning experiences that are not achieving desired outcomes. Staff reflect on their own teaching practices and those of their peers to ensure quality of teaching and learning.

### **7.3.1**

Enrolments and attendances are managed through the EYS system and attendances entered on a daily basis. Student absence is noted and followed up with a phone call if there is no reason given, after a few missed sessions. Attendance is excellent with most families recognizing the importance of regular attendance at kindergarten. Children understand the importance of routines, rollcall and emergency procedures. Children find the teacher who has marked the roll and tell them when a child arrives late and hasn't been recorded as attending.

All records are stored securely and confidentially.

Archiving is being done to ensure accurate and relevant records are being stored in the correct manner.

Records have been sent to State archives for secure storage.

Administration systems used at the kindergarten are Learn link, EYS, FABSNET, STAR, IRMS, VSP, SPeRS, HR Management and the Employee Information Kiosk. These systems are all used to manage the data and information at the kindergarten. The asset register is recorded and audited annually.

### **7.3.2**

Administration has been delegated to administrative assistant to relieve the workload of the Director. This has led to an improvement in processes and procedures being completed in a timely manner. Processes are continually being improved to ensure effective operation and service delivery.

### **7.3.3**

Any changes to the service are sent to the regulatory authority and any breaches or complaints about a breach of legislation would be forwarded to the relevant authority.

### **7.3.4**

All parents are advised of the processes for grievances and complaints upon enrolment and are given a copy of the kindergarten and department grievance policy. Any grievances are dealt with appropriately and confidentially, in line with DECD policy and procedures. Staff are aware of the grievance procedures and policy and in the event of a grievance will follow the procedures accordingly.

**7.3.5**

Enrolment policy and procedures are known to all staff. New parents are given a tour of the facility, highlighting the quality of the teaching and learning of this kindergarten. The centres play based curriculum is explained to prospective families and new families receive a letter inviting them to Occasional Care and Pre-entry. When starting kindergarten, parents have the opportunity to attend a meeting with the Director to give them information about the kindergarten and ask any questions.

Enrolment information, policies and the information booklet are on the kindergarten website and are reviewed and updated annually.

The kindergarten and DECD policies and procedures are distributed to staff and community when necessary and guide our work with children, staff and families. The policies are available for parents to view in a folder on the sign in table and in the induction folder. Staff are regularly informed of DECD policy changes and updates via email from the Director through LinkED.

## Key improvements sought for QA7

<b>Standard/element [7.2.3]</b>	An effective self-assessment and quality improvement process is in place.
<b>Identified issue</b>	Self-assessment needs to be a part of an on-going cycle of improvement

## 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
7.2.3	Self-assessment practices embedded in practice	M	Teachers using the 'growth mindset' model for evaluating learning goals for themselves.	When self-assessment is a part of an ongoing cycle	T4 2017	Staff are attending PLC meetings at TTG Primary with Growth Mindset as one of the topics for discussion/development for the year.