

Quality Improvement Plan 2018

Hazel Glen Kindergarten



Australian Children's
Education & Care
Quality Authority

The National Quality Standard and Quality Improvement

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan.

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (r55) for each service that:

- includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard and the National Regulations; and
- identifies any areas that the provider considers may require improvement; and
- contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request.

Service details

Service name		Service approval number	
Hazel Glen Kindergarten		SE - 40001226	
Primary contacts at service			
Deborah Rainbow			
Charlotte Williams			
Physical location of service		Physical location contact details	
Street	65 Eminence Bvd	Telephone	9717 7565
Suburb	Doreen	Mobile	
State/territory	Victoria	Fax	
Postcode	3754	Email	
Approved Provider		Nominated Supervisor	
Primary contact	Darryl Furze	Name	Deborah Rainbow
Telephone	9717 7500	Telephone	9717 7565
Mobile		Mobile	
Fax		Fax	
Email		Email	
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

Describe the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

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.

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	07:00 EC 08:00 Dingo 08:00 Echidna 08:00 Possum 14:00 Kookaburra 14:00 Magpie	07:00 EC 08:00 Kangaroo 08:00 Wombat 08:00 Echidna 13:00 Koala 14:00 Emu 14:00 Magpie	07:00 EC 08:00 Kangaroo 08:00 Koala 08:00 Possum 13:00 Dingo 14:00 Lyrebird 14:00 Kookaburra	07:00 EC 08:00 Dingo 08:00 Koala 08:00 Wombat 13:00 Possum 14:00 Emu 14:00 Lyrebird	07:00 EC 10:30 Kangaroo 10:30 Echidna 10:30 Wombat		
Closing time	18:30 EC 13:30 Dingo 13:30 Echidna 13:30 Possum 16:30 Kookaburra 16:30 Magpie	18:30 EC 13:30 Kangaroo 13:30 Wombat 12:30 Echidna 17:00 Koala 16:30 Emu 16:30 Magpie	18:30 EC 12:30 Kangaroo 13:30 Koala 13:30 Possum 17:00 Dingo 16:30 Lyrebird 16:30 Kookaburra	18:30 EC 13:30 Dingo 13:30 Koala 12:30 Wombat 17:00 Possum 16:30 Emu 16:30 Lyrebird	18:30 EC 15:30 Kangaroo 15:30 Echidna 15:30 Possum		

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.

As we are part of Hazel Glen College, parking around the Kinder is very busy at school drop off and pick up times. There is street parking and a car park across the road from the Kindergarten.

Our Extended Care Program operates during school holidays except over the Christmas/January period. It operates 48 weeks of the year.

How are the children grouped at your service?

We have 6 four year old Kindergarten groups (33 in each) and 4 three year old Kindergarten groups (22 in each). We also have an Extended Care Program catering for children from our 3 & 4 year old Kindergarten programs. We have 80 children accessing this service. Parents are asked for preferences when selecting a group.

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

Debbie Rainbow (Head of Hazel Glen Child & Family Centre, Director of Hazel Glen Kindergarten and Nominated Supervisor)

Charlotte Williams (Educational Leader)

Darryl Furze (Principal, Hazel Glen College)

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

No. of educators:

Service statement of philosophy

Please insert your service's statement of philosophy here.

Our programs and philosophy are continually evolving. Our program is influenced by our community, our families, other educators and a variety of pedagogical influences. Our program is inclusive and is based on acceptance of, and respect for the diversity of each child and their family regardless of ability, gender, race, language, culture or economic status. The National Quality Framework (NQF) and the Early Years Learning Framework (EYLF) are embedded within our program which is active play based, with a combination of child initiated and adult facilitated/intentional learning relationships, experiences and interactions.

We strongly advocate the five Early Years Learning Framework outcomes for all children:

Children have a strong sense of identity
Children are connected with and contribute to their world
Children have a strong sense of wellbeing
Children are confident and involved learners
Children are effective communicators.

Our program, philosophy and practice is linked to the EYLF's understanding of:

“Belonging, Being, Becoming”

At our Kindergarten, we believe that all children and families are able to have a place and feel they belong to our Kindergarten community, where we can all contribute and respect each other. ***Our goal is that every child and their family feel a sense of belonging.***

Our learning environment encourages the child to engage in exploration, questioning, discovery, creativity and problem solving in a cooperative and collaborative manner. Our aim is for each child to build on their strengths, interests and abilities to enable them to achieve their full potential. The children's learning is scaffolded by their interactions with both the physical and social environments.

We focus on and celebrate what the child can do and contribute. We will track their journey and enjoy the milestones they achieve along the way. Online learning journals will be kept for each child to record this journey and their experiences during their Kindergarten year.

Our kindergarten program has a premise of celebrating children's achievements. ***We strive to foster a joy of learning and equip children with necessary life skills.*** We have an ongoing commitment to providing a high quality and innovative educational program for all children in a nurturing and respectful environment.

We value the partnership between staff, children and families and encourage family participation and input. ***We strongly believe that the kindergarten experience should be a fun, happy time for both children and their families.***

Children make sense of their world through play based experiences which are meaningful to them. Our play based curriculum follows the children's interests but is not only restricted to that. Our teaching is intentional. We focus on processes, experience and discovery rather than use a formal approach.

Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

Standard 1.1	The educational program enhances each child’s learning and development.	
Approved learning framework	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.
Child-centred	Element 1.1.2	Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.
Standard 1.2	Educators facilitate and extend each child’s learning and development.	
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	
Assessment and planning cycle	Element 1.3.1	Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.

Information for families	Element 1.3.3	Families are informed about the program and their child's progress.
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Quality Area 1: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.2.3	section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)
1.1.1	section 168(1)(a)-(b)	Program designed for each child
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	section 168(1)(c)-(d)	Program designed for each child
1.1.1, 1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	regulation 73	Educational program
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
1.3.1, 1.3.3	regulation 75	Information about the educational program to be kept available
1.3.3	regulation 76	Information about educational program to be given to parents
1.3.3	regulation 111	Administrative Space
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 155	Interactions with children
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 156	Relationships in groups

Standard/element	National Law (section) and National Regulations (regulation)	
1.3.1	regulation 177(1)(a)	Prescribed enrolment and other documents to be kept by approved provider – the documentation of child assessments or evaluations for delivery of the educational program
1.3.1	regulation 178(1)(a)	Prescribed enrolment and other documents to be kept by family day care educator – the documentation of child assessments or evaluations for delivery of the educational program
1.1.1	Regulation 254	Declared approved learning frameworks
1.3.1, 1.3.3	regulation 274A NSW	Programs for children over preschool age
1.3.1, 1.3.3	regulation 289A NT	Programs for children over preschool age
1.3.1, 1.3.3	regulation 298A Qld	Programs for children over preschool age

Quality Improvement Plan for Quality Area 1 – Educational program and practice

Summary of strengths for Quality Area 1

Strengths

1.1.3

All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning. The children are involved in an engaging indoor and outdoor program which develops the children's skills and interests. We have developed an inquiry approach to planning with an inquiry question as a focus. The children brainstorm with their educators what they know about a topic and what they would like to find out about. Based on this information the teacher can plan the program based on the children's needs and interests.

1.2.2

Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback. The educators scaffold the children's thinking through questioning to extend their learning. Focussed teaching moments are acted upon throughout the session where educators are flexible to meet the spontaneous needs and interests of the children.

1.3.1

Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection. An annual assessment schedule has been developed to document when learning stories, goal and strength setting, reports and reporting to parents are to take place. This approach ensures consistency and accountability across the service. Observations of children's learning are recorded as learning stories using the online platform Storypark which is viewed by the families allowing them to comment and provide feedback. Each learning story analyses the children's learning and provides an opportunity of extending their learning or interest by adding this to the program. Goals and strengths for each child are identified and documented each term. Parents also have the opportunity to write an aspiration for their child and comment on goals and strengths. This allows for a strong educational partnership between families and educators.

Key improvements sought for Quality Area 1 – Educational program and practice

Improvement Plan

Standard/element	Identified Issue Growth Area	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when? By whom/	Progress notes
1.1.2 Child centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	To review the children's strengths and abilities and planned learning experiences on the weekly planner. To review the children's interests each week during our planning sessions.	H	Annotate these reflections onto the weekly planners. Add the children's interests to our 'interest brainstorm charts' ready for our planning meeting.	Monitor planning and reflection documentation. Brainstorm ideas each week during our planning meetings and see if there are any similar topics of interest.	End term 1 Charlotte End term 1 All tchs Charlotte	
1.2.1 Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	To plan intentional teaching moments each week for all children. To further develop our STEAM program and its weekly implementation.	H	During our planning meetings we will discuss and plan intentional teaching moments based on the inquiry question and developmental milestones. Staff PL in STEAM.	Intentional teaching activities will be included in the planners and all the educators will be responsible for achieving this goal with all children. STEAM Expo to display children's learnings.	End term 1 Charlotte End term 2 Sean	
1.3.3 Information for families	Families are informed about the program and their child's progress.	To promote to families how we inform them about their child's program and performance. To use Storypark to share planning documents with	M	To use all forms of communication to inform families. <ul style="list-style-type: none"> • Storypark • Reports • Parent/Teacher Interviews • Newsletters 	Positive feedback from the family survey about the information they have received in regards to their child's progress and the program	End term 2 Sean	



		families and encourage them to provide feedback and ideas.		<ul style="list-style-type: none">• Reflection journals• Planners <p>Post weekly planners on Storypark to allow for parent input and engagement in the program.</p>	Parent input into fortnightly program planning.	End term 1 All tchs Charlotte	
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Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

Standard 2.1		
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2		
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

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

Standard/element		
2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3	section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)
2.2.3	section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
2.2.1	section 165	Offence to inadequately supervise children
2.1.1	section 166	Offence to use inappropriate discipline
2.2.1	section 167	Offence relating to protection of children from harm and hazards
2.2.1	section 169	Offence relating to staffing arrangements
2.2.1	section 170	Offence relating to unauthorised persons on education and care service premises
2.2.1	section 171	Offence relating to direction to exclude inappropriate persons from education and care premises
2.2.1	section 189	Emergency removal of children
2.1.2, 2.1.3, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.1.3, 2.2.1	regulation 78	Food and beverages
2.1.3, 2.2.1	regulation 79	Service providing food and beverages
2.1.3, 2.2.1	regulation 80	Weekly menu
2.1.1	regulation 81	Sleep and rest
2.2.1	regulation 82	Tobacco, drug and alcohol free environment
Standard/element	National Law (section) and National Regulations (regulation)	

2.2.1	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.2.3	regulation 84	Awareness of child protection law
2.1.2, 2.2.2, 2.2.3	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.2, 2.2.1, 2.2.2, 2.2.3	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.2, 2.2.1, 2.2.2, 2.2.3	regulation 87	Incident, injury, trauma and illness record
2.1.2	regulation 88	Infectious diseases
2.1.2	regulation 89	First aid kits
2.1.2, 2.2.1	regulation 90	Medical conditions policy
2.1.2, 2.2.1	regulation 91	Medical conditions policy to be provided to parents
2.1.2, 2.2.1	regulation 92	Medication record
2.1.2	regulation 93	Administration of medication
2.1.2	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.2	regulation 95	Procedure for administration of medication
2.1.2	regulation 96	Self-administration of medication
2.2.2	regulation 97	Emergency and evacuation procedures
2.2.2	regulation 98	Telephone or other communication equipment

Standard/element	National Law (section) and National Regulations (regulation)	
2.2.1	regulation 99	Children leaving the education and care premises
2.2.1	regulation 100	Risk assessment must be conducted before excursion
2.2.1	regulation 101	Conduct of risk assessment for excursion
2.2.1	regulation 102	Authorisation for excursions
2.1.2	regulation 136	First aid qualifications
2.2.1	regulation 161	Authorisations to be kept in enrolment record
2.1.2, 2.2.1	regulation 162	Health information to be kept in enrolment record, including the immunisation status of the child
2.2.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.2.2	regulation 161	Authorisations to be kept in enrolment record
2.2.2	regulation 162	health information to be kept in enrolment record
2.2.1	regulation 166	Children not to be alone with visitors
2.1.2, 2.1.3, 2.2.1, 2.2.2	regulation 168	Education and care service must have policies and procedures
2.1.1	regulation 168(2)(a)(v)	Education and care service must have policies and procedures in relation to sleep and rest for children

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.2.2, 2.2.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
2.1.2, 2.2.2, 2.2.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
2.2.1	regulation 274 NSW	Swimming pools
2.2.1	regulation 344 Tasmania	Safety screening clearance – staff members
2.2.1	regulation 345 Tasmania	Swimming pool prohibition

Quality Improvement Plan for Quality Area 2 – Children’s health and safety

Summary of strengths for Quality Area 2

Strengths

2.1.2

Effective illness and injury management and hygiene practices are promoted and implemented. Through regular cleaning and thorough procedures in place for children who become ill within the service, we are able to minimise future spreading and contamination. All staff are First Aid trained within the service to help provide any child who becomes injured with optimal care whilst following the correct protocols.

2.2.2

Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. Through regular practices of different emergency evacuations and procedures throughout the year, all educators and staff become familiar with the plans that are in place. The Emergency Management Plan is created in conjunction with Hazel Glen College to provide consistency across the educational precinct. A copy of the plan, map and coloured coded warning system card is located in each room and each exit door as well as all offices and staff rooms. We have a schedule for planned emergency situations. Incidents are documented at the time of occurrence, and followed up with the correct procedures as necessary. Incidents are reported to Nominated Supervisor when they occur.

Key improvements sought for Quality Area 2 – Children’s health and safety

Improvement Plan

Standard/element	Identified Issue Growth Area	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when? By whom?	Progress notes
2.1.3 Healthy lifestyle	To promote healthy eating and encouraging physical activity that is appropriate for each individual child.	Parents provide children with healthy and nutritious food daily in their lunchboxes.	H	Continuation of the ‘Healthy Eating’ topic within the program. Informing families about the importance of a healthy lifestyle and foods. Encouraging the tasting of new, healthy foods for children. Develop a kitchen garden to educate children about eating vegetables and fruit.	Children requesting and eating healthy foods daily. Families providing children with fresh foods in their lunch boxes. Children actively participating in physical activity daily. Kitchen garden produce being used in kitchen and cooking activities.	End term 2 All tchs End term 1 Cassie End term 2 All tchs Cassie End term 2 All tchs Sean	
2.2.1 Supervision	To provide adequate supervision at all times to ensure that all children are protected from harm.	Ensure all children are safe in both their indoor and outdoor environments through the implementation of active engagement and supervision in learning activities with the children.	H	Through professional development and regular staff meetings, staff are informed of the importance of providing supervision. Staff developing an understanding of the importance of engaging with the children.	Incidents and injuries are minimised due to correctly positioned staff implementing continuous, ongoing learning activities. Children engaging in safe and meaningful experiences and play both indoors and outdoors.	End term 1 Charlotte March All tchs Catherine	



				Monitor staff engagement with children in learning activities in the outdoor environment.		March Catherine	
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Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

Standard 3.1	The design of the facilities is appropriate for the operation of a service.	
Fir for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

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

Standard/element	National Law (section) and National Regulations (regulation)	
3.2.3	section 168	Offence relating to required programs
3.2.3	regulation 73(2)(b)	Educational program is to contribute to the outcome that each child will be connected with and contribute to his or her world
3.1.1, 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
3.2.1, 3.2.2	regulation 105	Furniture, materials and equipment
3.1.1, 3.1.2	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, 3.1.2, 3.2.1	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, 3.1.2	regulation 112	Nappy change facilities
3.1.1, 3.2.1, 3.2.2	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.1	regulation 115	Premises designed to facilitate supervision

Standard/element	National Law (section) and National Regulations (regulation)	
3.1.1, 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
3.1.1, 3.1.2	regulation 274 NSW	Swimming pools
3.1.1, 3.1.2	regulation 345 Tasmania	Swimming pool prohibition

Quality Improvement Plan for Quality Area 3 – Physical environment

Summary of strengths for Quality Area 3

Strengths

3.1.1

Outdoor and indoor spaces, building, fixtures and fittings are suitable for their purpose, including supporting the access for every child. All of our rooms and play spaces both inside and out have been purposely built and designed for children of all abilities, families and early learning in mind. Our spaces are flexible and allow for children to engage in meaningful and opened play to maximise learning opportunities. The outdoor area is designed as a natural play space maximising the use of the natural environment.

3.2.2

Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in a play based learning. Each of our rooms contain the same number and variety of resources, equipment and materials that are of high quality and are able to be utilised by all children to support their developmental needs. We also ensure that our equipment and resources are open ended and have multiple uses and functions allowing for greater use and purpose within our program. Natural resources are used wherever possible.

Key improvements sought for Quality Area 3 – Physical environment

Improvement plan

Standard/element	Identified Issue Growth Area	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.2 Upkeep	To ensure premises, furniture and equipment are safe, clean and well maintained.	For staff to check equipment and premises regularly, to inform and follow through the formal process of reporting issues in order for them to be rectified.	H	Daily and weekly inspections using a checklists. Following up and debriefing staff on issues or concerns on a weekly basis. Maintenance register.	Staff accurately completing of checklists. Reduction in broken equipment, incidents and safety issues.	April 2018 End term 2 Sean	
3.2.1 Inclusive environment	To utilise outdoor and indoor spaces that are adapted to support and engage children in quality experiences in both built and natural environments.	To extend outside time by exploring and engaging with the children in natural environments within the community. (eg wetlands and College grounds).	M	Embedding these practices and experiences into the program plan and formal learning documentation.	Feedback from staff. Children engaging within these areas on a regular basis outside of kinder sessions.	March All tchs Sean	

Quality Area 4: Staffing arrangements

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

Quality Area 4: Standards and elements

Standard 4.1	Staffing arrangements enhance children's learning and development.	
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2	Management, educators and staff are collaborative, respectful and ethical.	
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

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

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	section 161	Offence to operate education and care service without nominated supervisor
4.1.1	section 162	Offence to operate education and care service unless responsible person is present
4.1.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1.1	section 164A	Offence relating to the education and care of children by family day care service
4.1.1	section 169	Offence relating to staffing arrangements
4.1.1	regulations 119–120	Age and supervision requirements
4.2.2	regulation 117A-117C	Minimum requirements for a person in day-to-day charge, nominated supervisor and family day care educator
4.1.1, 4.1.2	regulations 121–124	Minimum number of educators required
4.1.1	regulations 125–128	Educational qualifications for educators
4.1.1, 4.1.2	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1.1	regulations 137–143	Approval and determination of qualifications
4.1.1, 4.1.2	regulation 144	Family day care educator assistant
4.1.1	regulations 145–152	Staff and educator records—centre-based services

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulation 153	Register of family day care educators
4.1.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
4.1.1, 4.1.2, 4.2.1, 4.2.2	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.
4.2.1	regulation 169(2)(d)	Additional policies and procedures in relation to monitoring, support and supervision of family day care educators (family day care service)
4.2.1	regulation 169(2)(g)	Additional policies and procedures in relation to the provision of information, assistance and training to family day care educators (family day care service)
4.1.1	regulation 239	Centre-based service offering a preschool program in a composite class in a school
4.1.1	regulation 239A	Centre-based services in remote and very remote areas—attendance of early childhood teachers
4.1.1	regulation 240	Qualifications for educators (centre-based service)
4.1.1	regulation 241	Persons taken to hold an approved early childhood teaching qualification
4.1.1	regulation 242	Persons taken to be early childhood teachers
4.1.1	regulation 243	Persons taken to hold an approved diploma level education and care qualification
4.1.1	regulation 243A	Persons taken to hold an approved diploma level education and care qualification for regulation 128 in Queensland
4.1.1	regulation 244	Persons taken to hold an approved certificate III level education and care qualification
4.1.1	regulations 260-262 ACT	Children over preschool age – minimum number of educators and qualifications required

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulations 266-267 ACT	Transitional provisions – staffing arrangements (centre-based services)
4.1.1	regulations 271-272 NSW	Minimum number of educators and qualifications and training required
4.1.1	regulation 278 NSW	Qualifications for primary contact staff members-saving
4.1.1	regulation 290 NT	General qualification requirements for educators – children over preschool age
4.1.1	Regulation 294 NT	Early childhood teacher – 60 or more children
4.1.1	regulation 385 ACT	Resignation of early childhood teacher

Quality Improvement Plan for Quality Area 4 – Staffing arrangements

Summary of strengths for Quality Area 4

Strengths

4.1.1

The organisation of educators across the service supports the children's learning and development. An organisational chart for the College and Kindergarten outlines the staffing and leadership arrangements. The Kindergarten has a full time Director and Educational Leader. The Kindergarten also has a Leadership Team consisting of the Director, Educational Leader, Assistant Educational Leader and Extended Care Program Leader. All educators are dual qualified. Teams consist of highly qualified staff who work collaboratively in a team teaching approach.

4.2.1

Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills. Through weekly staff, teaching and leadership meetings all staff are able to collaboratively come together to share ideas, information and skills with one another. Team planning ensures that each educator is given the opportunity to incorporate and share their own ideas and skills with others to help build and develop a strong program for the children. All staff are respected, and as a team regularly participate in group professional learning sessions to ensure that new knowledge is shared consistently amongst all educators. We have developed a staff culture and climate based on the Fish Philosophy's four principles of play, make their day, be there and choose your attitude.

Key improvements sought for Quality Area 4 – Staffing arrangements

Improvement plan

Standard/ element	Identified Issue Growth Area	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when? By whom?	Progress notes
4.1.2 Continuity of staff	To provide children with educator continuity and consistency within the service.	To maintain a thorough and rigorous workforce plan.	M	Continue to implement a thorough recruitment process.	Children achieve optimal learning and development. Trusting relationships formed between children and educators. Regular staff in each individual group for entire Kindergarten year.	End term 1 Ongoing Leadership Team	
4.2.2 Professional standards	To follow professional standards to help guide practice, interactions and relationships.	For all educators to become more familiar with the professional standards as a way to understand how these can be implemented.	M	Holding professional development sessions to help break standards down as a way to gain deeper understandings.	Educators implementing the standards into their daily practice to help deepen their interactions and relationships with children.	End term 2 Charlotte Catherine	

Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

Standard 5.1		
Respectful and equitable relationships are maintained with each child.		
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
Standard 5.2		
Each child is supported to build and maintain sensitive and responsive relationships.		
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

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

Standard/element	National Law (section) and National Regulations (regulation)	
5.1.2, 5.2.2	section 166	Offence to use inappropriate discipline
5.1.1, 5.2.1, 5.2.2	regulation 73	Educational program
5.2.1, 5.2.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 155	Interactions with children
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 156	Relationships in groups
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 168(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 Quality Area 5 – Relationships with children

Summary of strengths for Quality Area 5

Strengths
<p>5.1.2 The dignity and rights of every child are maintained. All children are treated equally and with respect. Information about children is confidential and is not shared with other families or educators. Children’s interests and ideas are embedded into program planning. Cultural backgrounds of the children are acknowledged and celebrated.</p> <p>5.2.1 Children are supported to collaborate, learn from and help each other. We incorporate group times into our kinder sessions which involve whole group discussions or smaller group work which enables the children to problem solve, share, take turns, communicate effectively and support each other.</p>

Key improvements sought for Quality Area 5 – Relationships with children

Improvement plan

Standard/element	Identified Issue Growth Area	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.1 Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.	For all educators to build positive, engaging and supportive relationships with all children.	M	<p>During term 1 spend the time getting to know all the children and building trusting relationships.</p> <p>Get to know the children's interests.</p> <p>Ask open ended questions to develop their thinking skills.</p>	<p>All children will feel happy and safe with all educators in their environment.</p> <p>Evidence of the children's ideas and interests in program planners.</p>	<p>March All tchs</p> <p>End term 1 All tchs Charlotte</p>	
5.2.2 Self regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	For children to be able to understand different emotions and express how they are feeling appropriately and then regulate these emotions.	H	<p>Incorporate the You Can Do It! program into our curriculum to develop the children's social and emotional needs.</p> <p>Developing strategies to support children to regulate their emotions.</p>	<p>Children are able to resolve conflicts effectively.</p> <p>Children are able to express how they are feeling verbally rather than physically.</p> <p>Children will develop social and emotional skills such as persistence, resilience, confidence, organisation and getting along.</p>	<p>End term 2 All tchs Bec Catherine</p>	

Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

Standard 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

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



Standard/element	National Law (section) and National Regulations (regulation)	
6.1.2	section 168	Offence relating to required programs
6.1.3	section 172	Offence to fail to display prescribed information
6.1.3, 6.2.1	section 175	Offence relating to requirement to keep enrolment and other documents
6.1.1, 6.1.3	regulation 31	Condition on service approval – quality improvement plan
6.1.1, 6.1.2, 6.2.2, 6.2.3	regulation 73	Educational programs
6.1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1.3	regulation 75	Information about the educational program to be kept available
6.1.3, 6.2.2	regulation 76	Information about educational program to be given to parents
6.1.3	regulation 80	Weekly menu
6.1.1, 6.1.2, 6.1.3, 6.2.1	regulation 111	Administrative space (centre-based services)
6.1.2	regulation 155(e)	Interactions with children have regard to the family and cultural values, age, and physical and intellectual development and abilities of each child
6.1.1	regulation 157	Access for parents
6.1.1, 6.1.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
6.2.1	regulation 168(2)(j)	Education and care service must have policies and procedures in relation to interactions with children
6.1.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation
Standard/element	National Law (section) and National Regulations (regulation)	

6.1.3	regulation 171	Policies and procedures to be kept available
6.1.1, 6.1.3, 6.2.2	regulation 172	Notification of change to policies or procedures
6.1.3	regulation 173	Prescribed information is to be displayed
6.1.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1.3	regulation 181	Confidentiality of records kept by approved provider
6.1.3	regulation 182	Confidentiality of records kept by family day care educator
6.1.3	regulation 183	Storage of records and other documents
6.1.2	regulation 274A NSW	Programs for children over preschool age
6.1.2	regulation 289A NT	Programs for children over preschool age
6.1.2	regulation 298A Qld	Programs for children over preschool age

Quality Improvement Plan for Quality Area 6 – Collaborative partnerships with families & communities

Summary of strengths for Quality Area 6

Strengths

6.1.1

Families are supported from enrolment to be involved in the service and contribute to service decisions.

Our service provides regular and ongoing opportunities for parents and families to be engaged with the service and programs. Parents are able to assist in the kinder rooms once they have completed our parent helper training sessions. Parents are also able to join our Kindergarten committee and support with policy development, fundraising and social events. Parents with expertise in certain fields are encouraged to share their knowledge and skills with the children in kinder sessions.

6.2.1

Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.

At the start of the year we have a transition into kinder interview with the child's family in order to build relationships to ensure they have a strong start to their kinder year. We have established a strong relationship with the prep team at the College which has enabled us to develop a year long transition program to assist in preparing our children for school. We are part of the City of Whittlesea Transition Network Meetings.

Key improvements sought for Quality Area 6 – Collaborative partnerships with families & communities

Improvement plan

Standard/ element	Identified Issue Growth Area	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.3 Families are supported	Ensuring current information about our service and relevant community services are readily available and communicated effectively to support parenting and family wellbeing.	To continue to provide and support our families with information about support services they may need.	H	Parent information and services workshops. Use a variety of communication platforms to communicate to families and the community about services and programs available.	Attendance at workshops. Family and community feedback through survey and communication portals.	End term 2 Charlotte Catherine Rebecca	
6.2.3 Community engagement	To actively engage and build positive relationships with our local community and services.	To have more involvement with local community organisations and provide opportunities for regular engagement. To continue to foster our relationship with the City of Whittlesea. To extend programs across the College	M	Seek out local organisations that can provide opportunities or services to our service. Liaise with the senior school within the College to provide other learning opportunities.	More community and organisation involvement within the kindergarten.	End term 2 Leadership Team	



		for senior students to facilitate programs with the kinder children.					
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Quality Area 7: Governance and Leadership

This quality area of the *National Quality Standard* focuses on effective leadership and governance of the service to establish and maintain quality environments for children's learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear directions for the service's continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service's statement of philosophy.

Quality Area 7: Standards and elements

Standard 7.1 Governance supports the operation of a quality service.		
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service's operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
Standard 7.2 Effective leadership build and promotes a positive organisational culture and professional learning community.		
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

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

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	section 12	Applicant must be fit and proper person (provider approvals)
7.1.2	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.2	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.1	section 31	Condition on service approval—quality improvement plan
7.1.2	section 56	Notice of addition of nominated supervisor
7.1.2	section 56A	Notice of change of a nominated supervisor's name or contact details
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.1.2	section 161	Offence to operate education and care service without nominated supervisor
7.1.2	section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements
7.1.2	section 162	Offence to operate education and care service unless responsible person is present
7.1.2	section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
7.1.2, 7.1.3	section 163	Offence relating to appointment or engagement of family day care co-ordinators
7.1.2	section 164	Offence relating to assistance to family day care educators
7.1.2, 7.1.3	section 164A	Offence relating to the education and care of children by family day care service
7.1.3	section 165(2)	Offence to inadequately supervise children
7.1.3	section 166	Offence to use inappropriate discipline

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.3	section 167(2)	Offence relating to protection of children from harm and hazards
7.1.3	section 167(3)	Offence relating to protection of children from harm and hazards
7.2.2	section 168	Offence relating to required programs
7.1.3	section 168(2)	Offence relating to required programs
7.1.2, 7.1.3	section 169	Offence relating to staffing arrangements
7.1.2	section 170	Offence relating to unauthorised persons on education and care service premises
7.1.3	section 170(3)	Offence relating to unauthorised persons on education and care service premises
7.1.3	section 170(4)	Offence relating to unauthorised persons on education and care service premises
7.1.2	section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises
7.1.2	section 172	Offence to fail to display prescribed information
7.1.2	section 173	Offence to fail to notify certain circumstances to Regulatory Authority
7.1.2	section 174	Offence to fail to notify certain information to Regulatory Authority
7.1.2, 7.1.3	section 174A	Family day care educator to notify certain information to approved provider
7.1.2	section 175	Offence relating to requirement to keep enrolment and other document
7.1.3	section 175(3)	Offence relating to requirement to keep enrolment and other documents
7.1.2	section 188	Offence to engage person to whom prohibition notice applies
7.1.2	regulation 16	Matters relating to criminal history
7.2.1	regulation 31	Condition on service approval-quality improvement plan
7.1.1, 7.2.1	regulation 55	Quality improvement plans



Standard/element	National Law (section) and National Regulations (regulation)	
7.1.1, 7.2.1	regulation 56	Review and revision of quality improvement plans
7.1.3	regulation 72	Offences in relation to giving false or misleading statements about ratings
7.2.2	regulation 73	Educational program
7.1.3	regulation 77(2-3)	Health, hygiene and safe food practices
7.1.3	regulation 78(2-3)	Food and beverages
7.1.3	regulation 79(2-3)	Service providing food and beverages
7.1.3	regulation 80(2-3)	Weekly menu
7.1.3	regulation 81(2-3)	Sleep and rest
7.1.3	regulation 82	Tobacco, drug and alcohol-free environment
7.1.3	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
7.1.2, 7.1.3	regulation 84	Awareness of child protection law
7.1.2, 7.1.3	regulation 85	Incident, injury, trauma and illness policies and procedures
7.1.2	regulation 86	Notification to parents of incident, injury, trauma and illness
7.1.2, 7.1.3	regulation 87	Incident, injury, trauma and illness record
7.1.2	regulation 88	Infectious diseases
7.1.2, 7.1.3	regulation 89	First aid kits
7.1.2, 7.1.3	regulation 90	Medical conditions policy
7.1.2, 7.1.3	regulation 92	Medication record
Standard/element	National Law (section) and National Regulations (regulation)	

7.1.3	regulation 93(3-4)	Administration of medication
7.1.3	regulation 94(2)	Exception to authorisation requirement—anaphylaxis or asthma emergency
7.1.3	regulation 95(c)	Procedure for administration of medication
7.1.2, 7.1.3	regulation 97	Emergency and evacuation procedures
7.1.3	regulation 98	Telephone or other equipment
7.1.2, 7.1.3	regulation 99	Children leaving the education and care service premises
7.1.3	regulation 100	Risk assessment must be conducted before excursion
7.1.2	regulation 101	Conduct of risk assessment for excursion
7.1.3	regulation 102	Authorisation for excursions
7.1.2, 7.1.3	regulation 116	Assessments of family day care residences and approved family day care venues
7.1.3, 7.2.2	regulation 118	Educational leader
7.1.3	regulation 120A	Placing a person in day-to-day charge
7.1.2	regulations 117A-117C	Minimum requirements for persons in day-to-day charge, nominated supervisors and family day care educators
7.1.3	regulation 124	Number of children who can be educated and cared for—family day care educator
7.1.3	regulation 136	First aid qualifications
7.1.3	regulation 144	Family day care educator assistant
7.1.2	regulations 145-147	Staff and educator records – centre-based services
7.1.2, 7.2.2	regulation 148	Staff and educator records – centre based services - Educational Leader
7.1.2	regulations 149-152	Staff and educator records – centre-based services
Standard/element	National Law (section) and National Regulations (regulation)	

7.1.2	regulations 153-154	Register of family day care educators, co-ordinators and assistants
7.1.3	regulation 155	Interactions with children
7.1.3	regulation 157	Access for parents
7.1.2	regulations 158-162	Attendance and enrolment records
7.1.3	regulation 159	Children's attendance record to be kept by family day care educator
7.1.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
7.1.3	regulation 161(2)	Authorisations to be kept in enrolment record
7.1.2	regulation 163-166	Residents at family day care residence and family day care educator assistants
7.1.3	regulation 164	Requirement for notice of new persons at residence
7.1.3	regulation 165(2)	Record of visitors
7.1.3	regulation 166(2)	Children not to be alone with visitors
7.1.2	regulation 167	Record of service's compliance
7.1.2, 7.1.3, 7.2.3	regulation 168	Education and care service must have policies and procedures
7.1.2, 7.1.3, 7.2.3	regulation 169	Additional policies and procedures—family day care service
7.1.2, 7.1.3	regulation 170	Policies and procedures to be followed
7.1.2, 7.1.3	regulation 171	Policies and procedures to be kept available
7.1.2	regulation 172	Notification of change to policies or procedures
Standard/element	National Law (section) and National Regulations (regulation)	

7.1.2	regulations 173-176A	Display and reporting of prescribed information
7.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
7.1.3	regulation 179	Family day care educator to provide documents on leaving service
7.1.2, 7.1.3	regulation 180	Evidence of prescribed insurance
7.1.2	regulation 181	Confidentiality of records kept by approved provider
7.1.3	regulation 182	Confidentiality of records kept by family day care educator
7.1.2	regulations 183-184	Confidentiality and storage of records
7.1.2, 7.1.3	regulation 185	Law and regulations to be available
7.1.2	regulation 344 Tasmania	Safety screening clearance – staff members
7.1.2	regulation 358 Victoria	Working with children check to be read
7.1.2	regulation 359 Victoria	Criminal history record check to be read and considered

Quality Improvement Plan for Quality Area 7 – Governance and leadership

Summary of Strengths

Strengths
<p data-bbox="358 316 436 347">7.1.3</p> <p data-bbox="358 347 2159 443">Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service. All staff members have a clear and concise role statement which they are accountable to. All role statements are available and accessible to all staff. These role and responsibility statements lead to clear processes and practices being implemented at the service.</p> <p data-bbox="358 475 436 507">7.2.2</p> <p data-bbox="358 507 2159 657">The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle. Weekly staff planning meetings facilitated by the educational leader allow for rich discussions about assessment, curriculum and program planning. Reflection and assessment of the program and children, feeds into weekly program planning and consistency amongst our educators. Ideas, knowledge and reflections are shared leading to rich discussions and learning from each other. Our thorough assessment and planning cycle is documented each week for all staff to see and also contribute to.</p>

Key improvements sought for Quality Area 7 – Governance and leadership

Improvement plan

Standard/ element	Identified Issue Growth Area	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.1 Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.	For all staff to understand, embrace and encompass our philosophy.	H	PL session to review our current philosophy statement. All staff to have input to reviewing and creating new philosophy statement.	Review process completed and documented	End term 1 Charlotte	
7.2.1 Continuous improvement	There is an effective self assessment and quality improvement process in place.	For all staff to be involved in effective assessment and reflection processes of themselves and the service.	M	Staff to complete personal PDPs. Teachers to be involved in a cognitive coaching program focusing on personal growth. QIP to be continually reviewed in staff PL sessions. Feedback from families	Growth mindset established with all teachers QIP continually reviewed	End term 2 Charlotte Catherine Leadership Team	