



# Quality Improvement Plan

## Elizabeth O'Grady Kindergarten

2017



**Service details**

<b>Service name</b>	<b>Service approval number</b>
Elizabeth O' Grady Kindergarten	SE-00010320
<b>Primary contact at service</b>	<b>Nominated supervisor number</b>
Kellie Holbrook	NS-00028899
<b>Physical location of service</b>	<b>Physical location contact details</b>
6 Charles Sturt Avenue Grange South Australia 5022	Telephone: [08] 83568035 Fax: [08] 8355 0139 Email: dl.5613_leaders@schools.sa.edu.au
<b>Approved Provider</b>	<b>Nominated Supervisor</b>
Department for Education and Child Development Primary contact: Ann-Marie Hayes Telephone: [08] (08) 8226 3463 Fax: [08] 8226 0159 Email: DECD.NQFEnquiries@sa.gov.au	Name: Kellie Holbrook Telephone: [08] 8356 8035 Fax: [08] 8355 0139 Email: dl.5613.leaders@schools.sa.edu.au

**Operating hours**

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	08:45	08:45	08:45	08:45	08:45		
Closing time	15:30	15:30	15:30	15:30	11:45		

### **Additional information about your service**

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

**Car parking:** Visitors to Elizabeth O' Grady Kindergarten can park in the street – Charles Sturt Ave. There is no off road car parking available.

**Term dates** are the same as schools in South Australia.

**Pupil free days** are:

Term 1 2017- Tuesday 7<sup>th</sup> of March

Term 3 2017- TBA

Term 2 2017- Monday 1<sup>st</sup> of May

Term 4 2017- TBA

**Groups:**

The children are grouped as follows. When parents receive their letter of invitation to enrol, they are asked to contact the kindergarten and nominate which group they would like to enrol their child in:

**Turtle group:** Monday and Wednesday 8:45am – 3:30pm

**Dolphin group:** Tuesday and Thursday 8:45am – 3:30pm

Each group also attends for alternate Friday sessions: 8:45 – 11:45 (turtle group children have Friday sessions each odd week of term and dolphin group children have Friday sessions each even week of term).

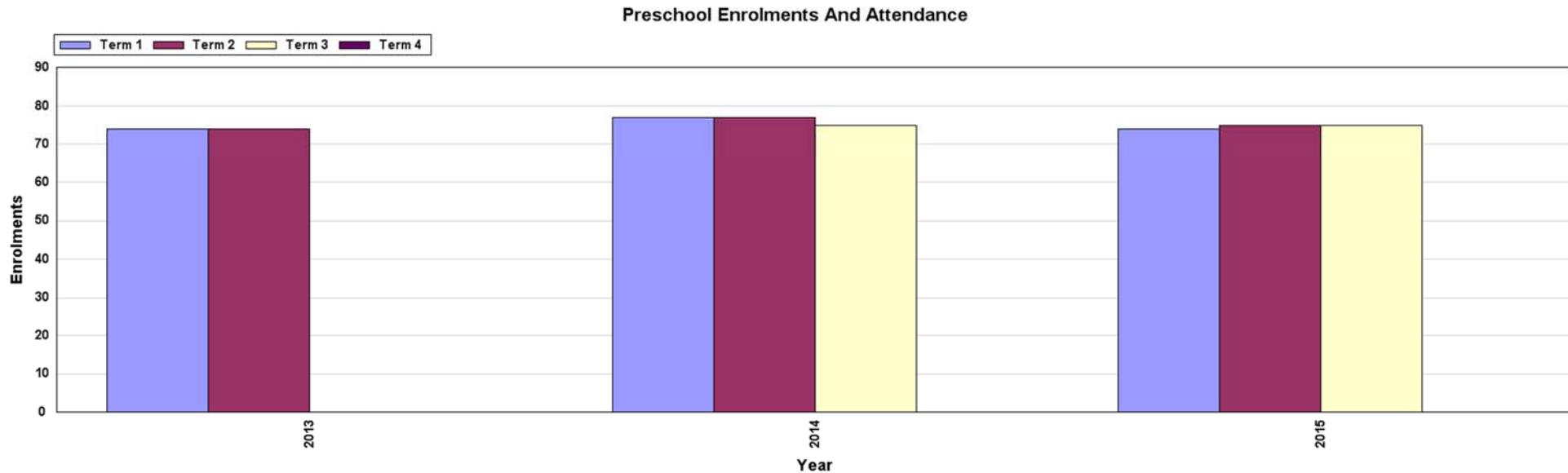
**Daily groups:** Children are grouped for small literacy/ numeracy/ wellbeing groups in the morning, before lunch time and at the end of the day.

**Person responsible for submitting this Quality Improvement Plan**

Nominated Supervisor - Kellie Holbrook (Director)

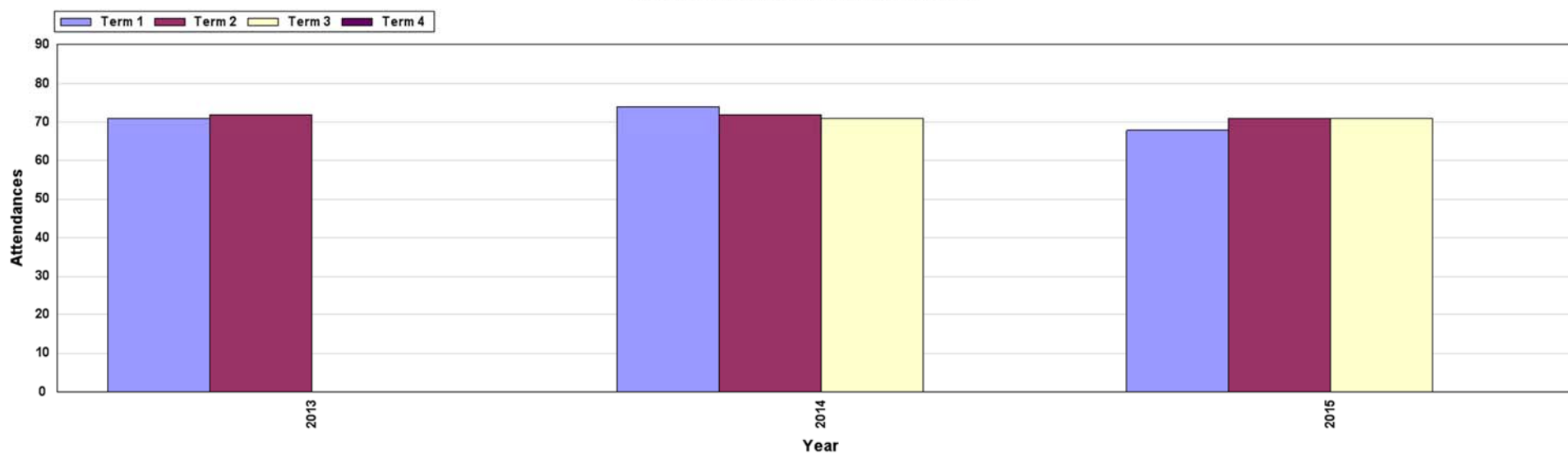
**Context Statement** (as of 7/3/17 SPERS did not contain up to date information)

### Enrolment and attendance figures for 2013-15



These figures demonstrate our stable and high enrolments of between 75 to 80 children each year. Enrolment pressure has meant that each year we follow our priority of access procedures to ensure that whenever possible we are able to fit in all children who live closest to us. Enrolments from out of our area are based firstly on priority of access procedures and then at the director's discretion according to social justice needs.

Preschool Enrolments And Attendance



We continue to have a high average student attendance rate. Absences continue to be largely due to illness or family holidays.

#### Destination/ feeder schools (2017):

	Government schools					Non-government schools				
Fulham North Primary	Grange Primary	Henley Beach Primary	Kidman Park Primary	Lockleys North Primary	Richmond Primary School	Our Lady Queen of Peace	Star of the Sea	St Francis Primary	St Michael's Primary	Unknown
4	37	5	1	1	1	1	16	2	1	1

49 out of our 70 children from 2016 went on to attend public schools in 2017, with the majority going to our closest school- Grange Primary School.

## Australian Early Development Census (2015)

Source: <https://www.aedc.gov.au/resources/community-profiles>

*The Australian Early Development Census (AEDC) is an Australian Government Initiative.*

*It is a nationwide survey that shows how young Australian children have developed as they start their first year of full-time education.*

*The AEDC highlights what is working well and what needs to be improved or developed to support children and their families.*

*The AEDC is a census that helps create a snapshot of early childhood development in Australia.*

It demonstrates that in the area of Grange the **percentage of children at risk** in terms of a range of developmental indicators is much lower than the average for Australia and South Australia.

## Results for vulnerability on one or more domain(s) and on two or more domains

Table 26 – Vulnerable on one or more domain(s) and on two or more domains – showing national, state/territory, community and local community levels (2009, 2012 and 2015).

Region (including local communities) <sup>1</sup>	Number of children with valid scores (one or more domains)			Vulnerable on one or more domains(s) (%)			Number of children with valid scores (two or more domains)			Vulnerable on two or more domains(s) (%)		
	2009	2012	2015	2009	2012	2015	2009	2012	2015	2009	2012	2015
Australia	246421	272282	286041	23.6	22.0	22.0	246873	273275	286616	11.8	10.8	11.1
SA	15009	17355	18451	22.8	23.7	23.5	15031	17399	18509	11.5	12.2	12.2
Charles Sturt	863	1060	1114	23.6	22.8	21.5	863	1065	1118	10.7	10.8	10.8
Grange	41	63	59	22.0	17.5	6.8	41	64	59	7.3	4.7	1.7

**Emerging trends in developmental vulnerability for this community, showing change in percentage (2009 to 2015).**

<b>AEDC domain</b>	<b>2009</b> (Percentage of children - %)	<b>2012</b> (Percentage of children - %)	<b>2015</b> (Percentage of children - %)
Physical health and wellbeing	9.8	7.8	7.0
Social competence	10.2	10.3	9.8
Emotional maturity	8.0	6.7	8.8
Language and cognitive skills (school-based)	5.4	5.5	6.4
Communication skills and general knowledge	9.6	9.8	8.7
Vulnerable on one or more domains	23.6	22.8	21.5
Vulnerable on two or more domains	10.7	10.8	10.8

Note: Percentage values have been rounded.

**The tables below represent the Charles Sturt area data:****Gross and fine motor skills**

**Communities in context: Physical health and wellbeing domain results – showing national, state/territory, community and local community levels (2009, 2012 and 2015).**

<b>Region (including local communities)<sup>2</sup></b>	<b>Number of children with valid scores</b>			<b>Developmentally on track (%)</b>			<b>Developmentally at risk (%)</b>			<b>Developmentally vulnerable (%)</b>		
	<b>2009</b>	<b>2012</b>	<b>2015</b>	<b>2009</b>	<b>2012</b>	<b>2015</b>	<b>2009</b>	<b>2012</b>	<b>2015</b>	<b>2009</b>	<b>2012</b>	<b>2015</b>
Australia	247232	273922	286913	77.7	77.3	77.3	13.0	13.4	13.0	9.3	9.3	9.7
SA	15062	17445	18530	75.2	75.2	76.0	14.8	14.5	13.3	10.0	10.2	10.8
Charles Sturt	864	1068	1119	77.5	78.4	81.8	12.6	13.9	11.3	9.8	7.8	7.0
Fulham Gardens	47	46	43	74.5	89.1	81.4	17.0	4.3	14.0	8.5	6.5	4.7

<sup>2</sup> An additional limited AEDC collection took place in 2010 to include children from underrepresented communities. These results are reported in the 2009 results at a community level, though not included in the national and state/territory total.



Region (including local communities) <sup>2</sup>	Number of children with valid scores			Developmentally on track (%)			Developmentally at risk (%)			Developmentally vulnerable (%)		
	2009	2012	2015	2009	2012	2015	2009	2012	2015	2009	2012	2015
Grange	41	64	59	87.8	90.6	93.2	4.9	4.7	6.8	7.3	4.7	0.0
Henley Beach/Henley Beach South	57	79	98	93.0	79.7	83.7	3.5	11.4	10.2	3.5	8.9	6.1
Kidman Park	18	40	39	77.8	82.5	76.9	16.7	12.5	10.3	5.6	5.0	12.8
West Beach	39	37	44	79.5	56.8	90.9	12.8	37.8	6.8	7.7	5.4	2.3

#### Emerging trends on the emotional maturity domain.

Emerging trend	2009	2012	2015
Percentage of children developmentally on track (%)	78.4	79.2	75.0
Percentage of children developmentally at risk (%)	13.6	14.2	16.2
Percentage of children developmentally vulnerable (%)	8.0	6.7	8.8

Note: Figures may not add up to 100% due to rounding.

#### Emerging trends on the language and cognitive skills (school-based) domain.

Emerging trend	2009	2012	2015
Percentage of children developmentally on track (%)	84.2	84.2	83.6
Percentage of children developmentally at risk (%)	10.3	10.2	9.9
Percentage of children developmentally vulnerable (%)	5.4	5.5	6.4

Note: Figures may not add up to 100% due to rounding.

### **Service statement of philosophy**

Our vision is to provide a caring, safe and engaging environment where children can play and enjoy learning.

Our aim is to deliver a curriculum that considers each child's background, needs and interests. Our curriculum is guided by the National Early Years Learning Framework. The core values that influence our actions are respect, inclusion and cooperation.

Our role is to support the development of each child's sense of well-being. We believe this is the basis for developing positive learning dispositions such as curiosity, confidence, persistence and resilience.

We strive to maintain quality teaching practices that support the development of children's knowledge, life skills and dispositions. We undergo a constant cycle of reflection and self-review through the use of the Quality Improvement Plan and the Respect Reflect Relate document.

We actively promote environmental sustainability.

We nurture a supportive partnership with families which is responsive to the needs of our diverse community.



## **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, and 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	Element:		Evidence:
	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, and confidence as learners and effectiveness as communicators.	<ul style="list-style-type: none"> <li>• All educators at Elizabeth O'Grady Kindergarten (EOG) are encouraged to contribute towards reflective practices on children's learning (through our weekly reflection process, staff meetings, PD meetings and through creation of environment where all educators feel confident and valued to share their thoughts about individual children)</li> <li>• Reflections are placed in a folder each day/week.</li> <li>• Reflections are used to influence curriculum decision making</li> <li>• Our focus on dispositions, identity and wellbeing is reflected in our philosophy, in our program, in children's progress folders and in the statement of learning</li> <li>• Curriculum decision-making maximises each child's learning opportunities. Educators use the practices and principles of the Early Years Learning Framework (EYLF) and Respect Reflect and Relate (RRR) to inform the development of the program for children and to review practice.</li> <li>• Children's interest, development and learning dispositions are also considered when planning the play-based curriculum.</li> <li>• Our daily routine allows for extended periods of play so that children have ample time to engage in dramatic play and storytelling activities</li> <li>• All educators ask open ended questions to encourage children to solve problems independently</li> <li>• Educators work with children to develop collaborative learning skills and dispositions</li> </ul>

		<ul style="list-style-type: none"> <li>• Educators support and encourage children to engage in discussions to explore scientific inquiry process and to develop curiosity, reasoning and making connections in all subject areas</li> </ul>
Element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.	<ul style="list-style-type: none"> <li>• See above</li> <li>• Parent information sheet collected for each child on enrolment provides information on parents' expectations for their child's experiences in kindergarten and each child's experiences/ interests prior to starting kindergarten</li> <li>• Parents are asked about any concerns they may have with their child's learning and development</li> <li>• In term 1 each year educators focus on developing well-being and a sense of belonging to a group</li> <li>• In terms 1 and 3 we offer times for meeting with families to discuss their child's current abilities and priorities for learning. Children are invited also so they can participate in this discussion about their learning- children are asked to choose a photo they can share and talk about the learning involved.</li> <li>• Children are encouraged at all times to take the lead in their learning by setting up play spaces which educators support when needed. A range of open ended resources are available outside to enable this to happen.</li> </ul>
Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.	<ul style="list-style-type: none"> <li>• At EOG we recognise that deep learning occurs during play.</li> <li>• EOG routine allows for large blocks of play time three times during the day on full days.</li> <li>• Our routine is flexible in the morning to allow for times when the whole group is engaged in play- we will wait before trying to get organised for small group time</li> <li>• Children are kept together in a whole group for as short a time as possible before being split into more effective smaller groups. This maximises opportunities for engagement</li> </ul>
Element 1.1.4	The documentation about each child's program and progress is available to families.	<ul style="list-style-type: none"> <li>• Progress folders are available at all times for families to view with their child. The work kept in these folders is linked to the EYLF outcomes.</li> <li>• The program is available for families to view each day</li> <li>• Photos are taken each week of children involved in various aspects of the program, these are on display with the current program</li> <li>• In the main room we display a variety of children's work with evident links to learning</li> <li>• Parents are encouraged to make any concerns known, if educators seem busy then parents are encouraged to email the director to make time for a meeting</li> <li>• Weekly emails are sent home which include any changes to routines for the following week, upcoming events, readings that may be of interest, DECD notifications and program information.</li> </ul>
Element 1.1.5	Every child is supported to	<ul style="list-style-type: none"> <li>• Each child's participation in the program is monitored in a variety of ways: <ul style="list-style-type: none"> <li>○ Check lists for some areas of the program</li> <li>○ Notes taken for each child and stored in that group's folder</li> </ul> </li> </ul>

	participate in the program.	<ul style="list-style-type: none"> <li>○ Photos taken and stored on each teachers computer</li> <li>○ The photos and notes are used for assessment for learning</li> <li>● Children with additional needs are supported to engage in the program: <ul style="list-style-type: none"> <li>○ We value diversity and promote respect and inclusion</li> <li>○ Support hours are used to develop language skills to enable children to be effective communicators</li> <li>○ Funds from Universal Access and parent contributions are used to provide educators at a ratio higher than 1:11, especially in weeks 1-5 of term 1 each year to help children transition into kindergarten</li> </ul> </li> </ul>
Element 1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.	<ul style="list-style-type: none"> <li>● EOG has a highly trained and motivated educators who value a play curriculum and engage in pedagogical practice which supports the agency of each child</li> <li>● Children are encouraged to make choices/decisions about their own learning by educators who ask open ended questions and follow up on children's individual and/or group interests</li> <li>● Notes and photos are taken whenever possible to reflect child directed changes made in the environment/ program. Notes are also included in the weekly reflection sheet</li> <li>● Behaviour management practices follow the principals of restorative justice.</li> </ul>
Element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	<ul style="list-style-type: none"> <li>● The cycle of planning, documentation and evaluation is evident through weekly reflection meetings and notes made at reflection meetings. All educators contribute to these reflections based on observations made during the day. The information gathered at these meetings is used to form the program for the following week</li> <li>● Evidence reflecting each child's participation in the program can be seen through notes made on each child and also in each child's progress folder which is available for families at all times</li> <li>● Families are involved in the planning and assessment cycle through informal discussions at the end of the day and through parent/teacher meetings which take place in terms 1 and 3</li> <li>● Families are invited to provide feedback on our program following special events such as excursions, parent workshops or open mornings. They are also encouraged to complete a parent survey in term 4</li> <li>● Children are encouraged to provide feedback about the program when we review photos from the day</li> <li>● Children are also encouraged to provide feedback about their own work through the use of open ended questioning by educators</li> </ul>
Element 1.2.2	Educators respond to children's ideas and play and use intentional teaching to	<ul style="list-style-type: none"> <li>● Educators are careful not to respond to children by making personal judgements about their work. Rather educators will comment on children's dispositions for learning such as their curiosity, confidence and persistence</li> <li>● Children are encouraged to make judgements about their own work and supported to take risks in their learning</li> </ul>

	scaffold and extend each child's learning.	<ul style="list-style-type: none"> <li>• Educators regularly work with children to co-construct learning through open ended questions and offering some new ways of thinking about a topic when needed to extend play</li> <li>• Following reflection meetings educators program a range of open ended learning opportunities to suit the range of children's needs</li> <li>• Educators promote engagement in learning through a range of experiences such as the Nature Education Centre animals. Children are encouraged to become scientists as they observe the animals, learn about habitats and what foods they eat as well as doing observational drawings.</li> <li>• Educators monitor play situations and make professional judgements about when to enter the play if more scaffolding is needed or when to just observe.</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Critical reflection is evident in the cycle of planning and assessment at EOG. Children's voice is a vital part of this cycle and is constantly used to provide evidence of learning.</li> <li>• Reflection meetings occur each week and all educators contribute from their own observations of children or notes they have taken recording children's voice.</li> <li>• The RRR is used as a reflection tool each year. Engagement in research projects fosters deep discussion about effective practice by educators.</li> <li>• Educators are encouraged to develop skills through professional reading and attendance at T&amp;D in line with centre goals.</li> </ul>

#### Key Improvements sought for QA1

<b>Standard/element [1.1.1]</b>	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, and confidence as learners and effectiveness as communicators.	
	<b>Identified issue</b>	AEDC data demonstrates that there are increasing numbers of children in the Grange area who are vulnerable in the development of gross and fine motor skills.
	<b>Identified issue</b>	AEDC data demonstrates that children in our local area are experiencing problems with emotional maturity.
	<b>Identified issue</b>	AEDC data demonstrates that there are increasing numbers of children in the Charles Sturt area who are developmentally vulnerable in the area of language and cognitive skills.



<b>Standard/element</b> <b>[1.1.5]</b>	Every child is supported to participate in the program	
	<b>Identified issue</b>	Our Western Adelaide Shores Partnership continuing priority is to develop strategies to increase the number of powerful and engaged learners across each site. In 2016 our RRR observations demonstrated again that children’s engagement is at its lowest during mat times.
	<b>Identified issue</b>	In line with Results Plus ‘Expectation C: Enact changes in pedagogical practice’ we need to review our pedagogical practice to maximise opportunities for each child to be engaged in the numeracy and literacy program as a powerful and engaged learner.
	<b>Identified issue</b>	Children have difficulty concentrating at the midday mat time because they are hungry
<b>Standard/element</b> <b>[1.2.1]</b>	Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	
	<b>Identified issue</b>	In line with Results Plus ‘Expectation A: Track, monitor and respond to every learner’s growth’ and ‘Expectation B: Have a numeracy and literacy improvement cycle’ the preschool indicators are not a regular part of our cycle of planning and assessment for learning in numeracy and literacy. Educators have expressed a lack of confidence especially in using/understanding the literacy indicators.
<b>Standard/element</b> <b>[1.2.2]</b>	Educators respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning.	
	<b>Identified issue</b>	In line with Results Plus ‘Expectation A: Track, monitor and respond to every learner’s growth’ and ‘Expectation D: Identify and enact clear intervention processes’ we need to continue working on developing creative and complex learning to extend each learner.
<b>Standard/element</b> <b>[1.2.3]</b>	Critical reflection on children’s learning and development, both as individuals and in groups, is regularly used to implement the program	

**Identified issue**

We have concerns that at our reflection meetings the same children become the focus of our attention each week.

Improvement Plan

Standard / element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.1	Children to move from kindergarten to school who are generally independent, have excellent motor skills, and have energy levels that can get them through the day	H	<ul style="list-style-type: none"> <li>• Through our physical environment and our routines, we will encourage children to spend large blocks of time outside engaging in physical activity.</li> <li>• Educators to do further T&amp;D on OT to help us identify children experiencing sensory issues which may hinder their physical development.</li> <li>• Through our work on developing creative thinking we encourage the children to be more independent and able to solve problems (i.e. how to get down from the climbing tree, how to put their knees over the trapeze swing)</li> </ul>	Educators will report in each child's statement of learning about each child's developing independence, persistence, confidence and creative thinking.	Term 4	
1.1.1	Children moving from kindergarten to school feel a sense of belonging to a group and able to work respectfully with others.		<ul style="list-style-type: none"> <li>• Use strategies to develop a sense of belonging to a group from early term 1 (children to learn about routines, take turns at mat time, have ownership over their learning)</li> <li>• Use of well-being program You Can Do It to foster development of respect for and getting along with others</li> <li>• Use of well-being program to foster development of resilience, organisation, confidence, and persistence</li> </ul>	Educators will report in each child's statement of learning about each child's developing sense of social and emotional well-being	Term 4	
1.1.1	Children moving from kindergarten to school with positive learning dispositions in literacy and numeracy		<ul style="list-style-type: none"> <li>• Using preschool indicators to track development of each child</li> <li>• Educators working together at term 1 closure day to formulate prompts for the books we read in literacy groups- these prompts to cover the main areas of literacy development (vocab, grammar, phonics rhyming etc.)</li> <li>• Educators working the PMA to continue to develop a quality numeracy program</li> </ul>	Educators will report in each child's statement of learning about each child's learning in literacy and numeracy	Term 4	

1.1.5	Increased numbers of our children being powerful and engaged learners	M-H	<ul style="list-style-type: none"> <li>• RRR involvement scale observations to be repeated in terms 1 and 3 2017</li> <li>• Release time for educators when needed to complete work related to this project</li> <li>• Adjust kindergarten routines to allow children to be playing outside earlier in the day</li> <li>• Explore other options for mat times- i.e. science workshops</li> <li>• Children to engage in some physical activity as part of small groups (stomping, jumping, eye exercises) to increase their ability to sit and focus</li> <li>• Incorporation of preschool indicators into our planning/assessment cycle to increase powerful engaged learning in numeracy and literacy</li> <li>• Promote families' understandings of powerful and engaged learning through wall displays; samples of work which demonstrates engaged and powerful learning; information and readings sent home as well as parent workshops</li> <li>• Children invited to participate in parent/teacher meetings to reflect on their learning with their family</li> </ul>	<ul style="list-style-type: none"> <li>- RRR involvement observations to show increased levels of involved learning, including during mat times</li> <li>- Children learning to recognise when they are powerfully engaged</li> <li>- Children able to use the language of learning to reflect on their own learning dispositions</li> <li>-Families able to recognise when children are being powerful engaged learners</li> </ul>	RRR observations done Week 9 term 1 Repeated in term 3	
1.1.5	In line with Results Plus Expectation C: We will enact changes in pedagogical practice at our site to ensure each child has access to a program which fosters the development of powerful and engaged learning in literacy and numeracy.	M-H	<ul style="list-style-type: none"> <li>• All educators to be involved in site discussions about what pedagogical practices develop powerful and engaged learners of numeracy and literacy</li> <li>• Through educators modelling and scaffolding language, children to develop and learn to articulate their understandings about powerful and engaged learning appropriate to their level of development</li> <li>• Families to strengthen understandings about engaged and powerful learning (see above)</li> <li>• Allocate closure day and staff meeting time for this process</li> <li>• Engaged and powerful learning of numeracy and literacy to be part of weekly planning discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence collected will show high levels of involved learning in numeracy and literacy</li> <li>- Educators able to include notes about learning processes in their observations about children</li> <li>- Learning processes will become part of assessment for learning practices</li> </ul>	Term 4 2016	

			<ul style="list-style-type: none"> <li>• All educators to be involved in T&amp;D to develop understandings about numeracy and literacy learning processes (Preschool indicators)</li> <li>• Use the preschool indicators to collect data on children's involvement in numeracy and literacy</li> <li>• Educators to participate in early years network closure day in term 2 to develop understandings about pedagogy which fosters a deeper involvement in numeracy</li> <li>• Use our term 1 closure day to develop strategies which will engage, challenge and intellectually stretch each learner in literacy</li> <li>• Use Results plus funding to resource leadership time to develop effective pedagogical practices</li> </ul>			
1.1.5	Children more able to concentrate at the midday mat time	M-H	<ul style="list-style-type: none"> <li>• Adjust daily routine to allow for an earlier lunch time</li> <li>• Children to engage in some physical activity as part of small groups (stomping, jumping, eye exercises) to increase their ability to sit and focus</li> </ul>	Increased engagement in midday group time	Term 1	
1.2.1	In line with Results Plus 'Expectation A: Track, monitor and respond to every learner's growth' and 'Expectation B: Have a numeracy and literacy improvement cycle' the preschool indicators need to be a regular part of our cycle of planning and assessment for learning in numeracy and	M-H	<ul style="list-style-type: none"> <li>• Educators to include discussions about dispositions for learning literacy and numeracy in weekly reflection meetings</li> <li>• Tim to explore different templates to use for reflection meetings. These templates will include details on children's learning in numeracy and literacy.</li> <li>• Identify and implement strategies that are needed to increase levels of involvement in numeracy and literacy</li> <li>• Educators to be part of professional learning community to build a culture of collective responsibility for numeracy and literacy improvement</li> <li>• A new wall display all educators can contribute to which will demonstrate children's learning in literacy and numeracy and draw links to the indicators</li> </ul>	<ul style="list-style-type: none"> <li>- Educators observations to reflect understandings about children's dispositions for learning numeracy and literacy</li> <li>- Our program will reflect the needs of individuals and cohorts of children in numeracy and literacy</li> <li>- Reflection meetings to demonstrate that all children are being valued and listened to and their needs are being met through our program.</li> <li>- Educators confidently adding evidence of</li> </ul>	Term 2-4	

	literacy. Educators need to gain confidence especially in using/understanding the literacy indicators.			children's learning to the new wall display - Data to demonstrate that all children are engaged in literacy and numeracy - The end of year statement of learning to demonstrate children's progress in literacy and numeracy		
1.2.2	In line with Results Plus 'Expectation A: Track, monitor and respond to every learner's growth' and 'Expectation D: Identify and enact clear intervention processes' we need to continue working on developing creative and complex learning to extend each learner.	M-H	<ul style="list-style-type: none"> <li>• Educators to model language (which is focussed on developing dispositions for learning) to children about engaged and powerful learning to help children develop understandings about what this means. This is based on Guy Claxton's work on "Expanding the capacity to learn" (2006)</li> <li>• Tim/Jo and Kellie to interview each child in term 1 and 4. Each child to choose a photo of themselves and answer: <ol style="list-style-type: none"> <li>1. What are you doing in this photo</li> <li>2. What are you learning</li> <li>3. What happened next</li> <li>4. How did you feel</li> </ol> </li> </ul>	Children to demonstrate increased understandings about how they learn, using dispositional language such as persistence and confidence.	Term 1-4	
1.2.3	All children's needs and interests should be represented through our program		<ul style="list-style-type: none"> <li>• Tim to explore different options for reflection meetings to make sure all children are represented</li> <li>• This template will allow for data collection on which children are being included in our planning cycle and which children may need to be monitored.</li> <li>• Educators to collect evidence of all children's learning through photos, anecdotal records and samples of children's voice</li> </ul>	Data gathered at the end of terms 2 and 4 will demonstrate that all children's needs and interests are represented in our program	Term 2 and 4	

## **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.





<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		Element:	Evidence:
Element 2.1.1	Each child's health needs are supported.	<ul style="list-style-type: none"> <li>• Information on each child's health needs is sought as part of the EOG enrolment process</li> <li>• All EOG educators are made aware of health issues for individual children through staff meetings, induction processes and up to date information displayed in the kitchen</li> <li>• Health care plans are stringently followed and details recorded when necessary in the appropriate folder in the kitchen cupboard</li> <li>• Families are regularly consulted re the health needs of their child and health care plans are formed with families when needed</li> <li>• All families are reminded to ensure that details about their child's health needs is kept up to date- i.e. before we begin using sunscreen and in the middle of the year to make sure there have been no changes to their child's health needs.</li> <li>• The EOG medical conditions policy is available for all families</li> <li>• Medication such as for the treatment of asthma is checked each term to ensure use by dates have not expired</li> <li>• Educators follow written procedures for the administration of medicine to ensure that the correct dosage has been given</li> <li>• Policies to ensure that each child's health needs are consistently supported are kept up to date through educator and governing council discussions and are strictly followed by all EOG educators. This includes our policies on nutrition, sun protection and changing of clothes.</li> <li>• Cooking activities at EOG are mindful of hygiene practices, allergies and religious requirements</li> <li>• Children are made aware of allergies and encouraged to help take care of other people at kindergarten</li> <li>• Part of our nutrition policy is to encourage children to drink water regularly throughout the day. This is also modelled by educators.</li> <li>• All educators keep first aid training up to date</li> <li>• Families are encouraged to keep unwell children at home</li> <li>• If a child becomes unwell at kindergarten the family is notified to collect them asap</li> <li>• Families are consulted about whether their child has up to date immunisations</li> </ul>	
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.	<ul style="list-style-type: none"> <li>• The EOG routine and environment allows for children individually and in groups to have time for rest and relaxation</li> <li>• Children may choose to sit on the sofa and quietly read a book when they want to choose some quiet time</li> <li>• All children are expected to respect the rights of children who choose quiet time</li> <li>• All children have a rest period following lunch where quiet music is played and children lie quietly on individual mats</li> </ul>	

		<ul style="list-style-type: none"> <li>• Occasionally children fall asleep during rest time at EOG. This is recorded and families are informed at the end of the day</li> <li>• Families are asked to provide spare clothes for their child (this is part of each child's bag tag)</li> <li>• If children need to be changed at kindergarten for any reason a note with details is sent home to families</li> <li>• Educators recognise the sensory needs of individual children and try to cater for this through the provision of sensory tools such as body socks, fidget toys and a lycra tunnel</li> </ul>
Element 2.1.3	Effective hygiene practices are promoted and implemented.	<ul style="list-style-type: none"> <li>• Effective washing of hands is regularly modelled by educators and posters are displayed in the bathroom</li> <li>• Washing of hands before eating is part of EOG routine</li> <li>• Tongs are provided for shared fruit days</li> <li>• Children wash hands after handling animals, gardening and using the toilet</li> <li>• The bathroom area is kept clean, there is a roster for cleaning the bathroom at lunch time which is signed off by educators when completed</li> <li>• Written instructions are provided to volunteers who cut fruit on Fridays</li> <li>• Toys used are washed at the end of each term</li> <li>• The children's toilets are cleaned each lunch time</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Children (with educator's assistance when needed) are encouraged to use tissues which are available in regular places around EOG and to wash their hands afterwards</li> <li>• Educators model and encourage children to cough into their elbow</li> <li>• Families are encouraged to keep children at home and to inform EOG if their child is unwell or has contracted an infectious disease</li> <li>• When required, notes are sent home to families if a child at kindergarten has contracted an infectious disease. These notes are based on "You've got What?"</li> <li>• Information is sent home to help families be able to recognise if their child is displaying symptoms of an infectious disease</li> <li>• Policies in place follow recognised best practice procedures for the management of injury and the control of disease</li> <li>• All EOG educators are informed of policies relating to injuries and infectious disease through our induction process</li> <li>• All EOG educators stringently follow policies on injury and illness</li> <li>• Children take part in risk management plans before excursions and risk/benefit plans in relation to managing risks during play at kindergarten</li> <li>• Serious incidents are reported through IRMS</li> <li>• Tables are cleaned before lunch time</li> </ul>

Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	<ul style="list-style-type: none"> <li>• We follow the right bite food policy and children are involved in food audits where they sort foods according to whether they are green, red or yellow</li> <li>• Educators consistently talk to children about making healthy food choices, this is also modelled by educators</li> <li>• To promote a relaxed environment, children choose which friends they sit with at lunch time</li> <li>• Children have access to platters of 'shared fruit' on Fridays to encourage them to try different fruits</li> <li>• Dietary requirements of each child are respected and followed by all educators, notes on these requirements are kept in the kitchen</li> <li>• Children are encouraged to sample foods grown in our garden</li> <li>• If children are hungry outside of regular eating times they are encouraged to eat a piece of fruit</li> <li>• In term 2 parents are asked if they would like to volunteer for cooking activities. Healthy recipes are provided upon request.</li> <li>• Water is the only drink consumed by children and educators consistently model drinking water</li> <li>• The EOG nutrition policy is supported by governing council and is included in enrolment packs as well as being on the EOG website</li> </ul>
Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.	<ul style="list-style-type: none"> <li>• EOG has spent considerable time and resources since early 2015 to develop the outdoor play space so that it provides a natural environment that invites play at different levels- with spaces for large muscle development, sensory play, dramatic play, collaborative play, creative play and quiet play.</li> <li>• Children's agency is promoted through our flexible outdoor play spaces</li> <li>• Educators value children's agency by following children's lead in setting up activities such as dramatic play, obstacle courses and mud play</li> <li>• Outdoor activities are a regular part of our weekly program and children's learning during outside play forms part of reflection meetings</li> <li>• During outdoor play time educators encourage the development of positive learning dispositions such as confidence, persistence, resilience, problem solving, independence and curiosity</li> <li>• Activities such as yoga and move to learn form a part of our daily routines</li> <li>• A range of musical experiences are offered including play with instruments, belly dancing and singing</li> </ul>
Element 2.3.1	Children are adequately supervised at all times.	<ul style="list-style-type: none"> <li>• Children only play outside at EOG when supervised by an educator</li> <li>• A head count is completed each time children come inside for mat time</li> <li>• The EOG staff ratio is high (1:10) to allow for two educators to be present inside and outside at all times</li> <li>• If a child outside has a toileting accident or injury they are handed over to an indoor educator at the doorway to ensure supervision of children outside is a priority</li> </ul>

		<ul style="list-style-type: none"> <li>• Setting up of the outdoor area is done to ensure optimum supervision of children where needed (i.e.- don't overload the number of teacher directed activities)</li> <li>• A staff roster in the kitchen details when each staff person is supervising inside/outside</li> <li>• Parent volunteers are encouraged for excursions so that we have a higher adult: child ratio</li> </ul>
Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.	<ul style="list-style-type: none"> <li>• A risk/benefit analysis has been completed for water play, tricycles, tree climbing, and slack line use.</li> <li>• Any necessary actions for the above have been implemented to ensure the safety of children while maintaining high quality education program and practice</li> <li>• EOG has an outdoor safety checklist that is signed off by an educator each day</li> <li>• An emergency risk assessment has been completed</li> <li>• A swing area risk management plan has been conducted</li> <li>• EOG has a sun safety policy which details when the UV rating is at certain levels children need to: wear hats, apply sunscreen, stay in the shade</li> <li>• All visitors and tradespeople sign in and out of the kindergarten</li> <li>• EOG restricts the use of hazardous chemicals to the absolute minimum. All chemicals are appropriately labelled, have an up to date MDS and are kept in locked cupboards</li> <li>• Children are taught about keeping themselves safe using guidelines from the child protection curriculum throughout the year</li> </ul>
Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	<ul style="list-style-type: none"> <li>• At EOG we regularly review policies and procedures relating to emergencies</li> <li>• EOG induction procedures include information about evacuation processes</li> <li>• Evacuation practice is held with children at EOG 4 times per year for each group and this is recorded in the emergency contacts folder</li> <li>• Our education director is immediately informed of any critical incidents</li> <li>• The incident and response management system (IRMS) is used to record all critical incidents and serious accidents. This is done in a timely manner and followed up when needed.</li> <li>• Police are immediately notified of critical incidents</li> </ul>
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	<ul style="list-style-type: none"> <li>• All EOG educators are aware of their responsibility for the implementation of effective child protection practices as outlined in Responding to Abuse and Neglect (RAN) training</li> <li>• The HR Management system through the eduportal is regularly checked to ensure that all educators certificates are up to date</li> <li>• All Governing Council members and volunteers are given training in RAN. A record of dates of training is kept on file at EOG.</li> </ul>

Standard/element		Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.				
Standard / element	2.3.2 What outcome or goal do we seek? Identified Issue	Priorit y (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.3.2	Updated outdoor safety checklist to ensure the safety of children	H	<ul style="list-style-type: none"> <li>Kellie to update the daily checklist to include new equipment</li> </ul>	Educators using daily checklist for the safety of all children	Term 1	



### **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

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

Strengths		Element:	Evidence:
Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.	<ul style="list-style-type: none"> <li>• Our indoor and outdoor environments are set up to provide a range of possibilities for children to explore, take risks, work in groups, have quiet independent time</li> <li>• Our outdoor environment is modelled around the idea that children should have access to a natural environment to meet sensory needs</li> <li>• EOG has a variety of plants for children to climb in and under, to pick and to explore</li> <li>• Our outdoor environment includes plenty of shaded areas</li> <li>• Soft fall is topped up annually as part of the term 1 working bee</li> </ul>	
Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.	<ul style="list-style-type: none"> <li>• A roster for cleaning toys is kept</li> <li>• Tables are wiped each day before lunch and at the end of the day</li> <li>• Chairs are wiped each day after lunch</li> <li>• At the end of each term we have a volunteer roster for cleaning all furniture and taking all washing home including dress ups, cushion covers and rugs</li> <li>• There is a DECD schedule for building maintenance that is monitored by the STAR manager and the director</li> </ul>	
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	<ul style="list-style-type: none"> <li>• EOG outdoor equipment is flexible and caters for a range of interests, needs and abilities</li> <li>• The EOG outdoor spaces provide spaces for children to engage in a variety of play including active dramatic play in the sandpit to quiet play in the amphitheatre</li> <li>• The children help to look after our outdoor space by sweeping leaves, sweeping sand off footpaths, looking after the chickens and worms, helping to bury the compost and helping in the veggie garden</li> <li>• While educators are able to supervise children in all areas of the outdoor space, they recognise the need for children to be able to independently solve problems and have control</li> </ul>	

	indoor and outdoor space.	over their own ideas for play. Educators will monitor play and make professional decisions about when they need to step in to scaffold learning or help with problem resolution
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.	<ul style="list-style-type: none"> <li>• Our outdoor and indoor spaces are set up to provide an engaging environment that all children will enjoy and engage in</li> <li>• We value and make use of natural materials whenever possible</li> <li>• Children are encouraged to engage in organising their own play spaces</li> <li>• All spaces are organised with a learning focus in mind</li> <li>• Our ample garden area allows for a variety of activities and energy levels including group games and quiet corners for imaginative play</li> <li>• Evidence of the above can be found in our program, photos taken of children using spaces created and in notes taken including children's' voice.</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Our continuous review of daily practice is evident through our weekly review notes which has a direct impact on our program</li> <li>• Through this practice all EOG educators strive to be constantly aware of the needs of all children in our care and to organise an environment which caters for those needs.</li> <li>• Educators at EOG work with the governing council each year to fundraise in order to keep our equipment up to date and so that we have a range of activities to suit all needs/interests.</li> </ul>
Element 3.3.1	Sustainable practices are embedded in service operations.	<ul style="list-style-type: none"> <li>• At EOG we place a high emphasis on sustainability and work to instil this value in our children through our everyday practices.</li> <li>• Our daily practice reflects this when children separate their scraps at meal times for general waste, recycling and food scraps for the chickens or the bokashi system.</li> <li>• Containers for recycling paper and cardboard are in several places around the kindergarten. Children are encouraged to sort items for recycling when they tidy up.</li> </ul>
Element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.	<ul style="list-style-type: none"> <li>• At EOG we also talk about the need for environmental diversity to keep our world healthy. We actively encourage respect and care for all living creatures.</li> <li>• We have garden areas to grow vegetables, herbs and also to encourage insects such as butterflies and ladybirds.</li> <li>• Through having chickens, the children are able to see the importance of recycling- our children feed the chickens, are involved in keeping the chicken yard clean and collect the eggs which families can purchase.</li> </ul>

		<ul style="list-style-type: none"> <li>• We have investigation bags for the children to use outside. These contain pencils, books and a magnifying glass. We use our iPad to investigate the life cycles of creatures found in our garden.</li> </ul>
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Key improvements sought for QA3

<b>Standard/element 3.1.3</b>	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>Identified issue</b>	We have areas of the backyard that are not fully utilised
<b>Identified issue</b>	At EOG we rarely take indoor activities outside. This restricts our flexibility and the chance to engage children who prefer playing outdoors in a wider range of activities.

Standard / element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.3	All areas of our backyard will be fully utilised	M	<ul style="list-style-type: none"> <li>• Redeveloping the southern end of our yard</li> <li>• Consulting Simon from Climbing Tree</li> <li>• Getting ideas from families</li> <li>• Holding a working bee</li> <li>• Building a new fence for the chicken yard</li> </ul>	More children using the area, especially along the fence, of the southern end of our outdoor area	Term 3	
3.1.3	Our program will reflect the flexible and creative use of equipment both indoors and out.	M	<ul style="list-style-type: none"> <li>• All educators being more aware of using equipment more flexibly</li> <li>• We need a painting easel that is for outdoor use</li> </ul>	Children who do not often engage in painting doing this more regularly Photos and anecdotal notes as evidence of this	Term 3	

## **Quality Area 4: Staffing arrangements**

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

### Quality Area 4: Standards and elements

<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	Educators and staff records—centre-based services
4.1	regulation 153	Register of family day care educators
4.1	regulation 154	Record of educators, 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.
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## Quality Improvement Plan for QA4

### Summary of strengths for QA4

Strengths			
<b>Element:</b>		<b>Evidence:</b>	
Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.	<ul style="list-style-type: none"> <li>• At EOG we use Universal Access funding to maintain a minimum of a 1:10 ratio of educators to children.</li> <li>• All educators are early childhood qualified and consistently seek to further their knowledge through training and development opportunities.</li> <li>• Records of all T&amp;D are kept up to date through the eduportal HR system and copies of certificates are kept in the Quality area 4 folder.</li> <li>• At EOG we value and work towards whole site goals as best practice to achieve real change. This is evidenced through our site focus on numeracy and creative learning</li> <li>• Children are split into small groups as soon as possible at mat time to increase possibilities for engagement</li> <li>• Educators roles and responsibilities are clearly delineated and displayed in the kitchen</li> <li>• Educators rosters are displayed and adhered to for the safety and well-being of children (in the kitchen and on display by the back entrance)</li> </ul>	
Element 4.2.1	Professional standards guide practice, interactions and relationships.	<ul style="list-style-type: none"> <li>• At EOG a quality improvement plan is developed annually in conjunction with educators and governing council. The QIP identifies areas where EOG meets or exceeds standards and areas where improvement is needed</li> <li>• Our practice is guided by the principles and practices identified in the Early Years Learning Framework. This is evident through the EOG philosophy and the continuous cycle of self-assessment</li> <li>• The Australian Professional Standards for teachers and principals are used to guide best practice for leadership, educators and student teachers</li> <li>• All educators are guided by the SA Public Sector code of ethics, the Early Childhood Australia Code of Ethics (a signed agreement made by educators as part of the induction process) and by the practices as outlined in the Reporting Abuse and Neglect training which ensures that all confidential matters are treated ethically and respectfully</li> <li>• All educators undergo a process of performance development which is monitored and reviewed during each year and which forms a part of the site cycle of self-review</li> <li>• Work Health and Safety policies are monitored closely through a spread sheet which helps to keep track of when policies are due for renewal. Business Manager is used to effectively monitor WHS practices and to ensure that all necessary actions are acted on in a timely</li> </ul>	

		<p>manner. The WHS display board is kept up to date for educators to have access to items such as WHS alerts. All ongoing WHS issues are recorded on a chart in the kitchen</p> <ul style="list-style-type: none"> <li>• The parent survey consistently rates educator's relationships with families and children at EOG as very high (above 90%)</li> </ul>
Element 4.2.2	<p>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.</p>	<ul style="list-style-type: none"> <li>• Educators are acknowledged and supported through staff meetings which encourage the active participation of all educators; support for training and development based on educators needs and interests and the creation of a professional learning community to provide the momentum for real change in practice</li> <li>• The culture of lifelong learning and collaboration encourages educators to share knowledge and interests gained through experiences and T&amp;D opportunities</li> <li>• The psychological health survey is used as a tool to assess the effectiveness of communication, feelings about collegiality and whether educators feel valued in the workplace</li> </ul>
Element 4.2.3	<p>Interactions convey mutual respect, equity and recognition of each other's strengths and skills.</p>	<ul style="list-style-type: none"> <li>• Educators at EOG are valued for the diverse range of skills and interests they bring to their workplace. This is evident in the positive atmosphere at EOG kindergarten which has been commented on by educators and families</li> <li>• The agenda for each staff meeting is on display and all educators are encouraged to contribute items for discussion</li> <li>• Educators are allocated time during work hours to pursue areas of interest, such as keeping the library updated, creating resources for dramatic play, working on displays etc.</li> <li>• Educators request T&amp;D which are of interest to them through professional development discussions. The director specifically looks for T&amp;D opportunities of interest to individual team members</li> </ul>

#### Key improvements sought for QA4

#### Improvement plan



## **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

Standard/element	National Law (section) and National Regulations (regulation)	
5.2	section 166	Offence to use inappropriate discipline
5.1, 5.2	regulation 155	Interactions with children
5.2	regulation 156	Relationships in groups
	<b>Related requirements</b>	
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) in regulations	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	Element:		Evidence:
	Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.	<ul style="list-style-type: none"> <li>• The philosophy and practice at EOG reflects a commitment to building and maintaining strong relationships with children</li> <li>• Our cycle of self-review ensures that action is taken to ensure that relationships with children are valued and built on by all educators</li> <li>• Our parent survey reflects the strength of relationships between educators and children</li> <li>• Rosters and the high staff ratio provide scope for educators to be directly involved in working with children in individually and in small groups</li> <li>• Children experiencing problems with separation from parents are supported through this process and if needed, are encouraged to choose an educator they feel comfortable with to help them settle</li> </ul>

		<ul style="list-style-type: none"> <li>• We have a playgroup for children and families for the year before kindergarten. This helps to build positive and trusting relationships.</li> <li>• Educators know that children build oral literacy through shared conversations. Educators demonstrate active listening when they focus on what children are saying and ask open ended questions to extend conversations throughout the day.</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Educators follow cues (verbal and nonverbal) from children to understand their individual needs</li> <li>• Our support worker (Karyn Desmond) has guided us to use visual aids with children who need additional support to make sure they are able to participate fully in our program</li> <li>• Children are encouraged to develop oral literacy skills and share stories/ experiences with each other through small groups and through our mystery object program.</li> <li>• Educators foster children’s independence and confidence by encouraging them to look after their own belongings, organising themselves for lunch and putting their own shoes/socks on.</li> <li>• Educators model reflective practices through the use of language (resilience, confidence, persistence...) associated with our well-being program.</li> </ul>
Element 5.1.3	Each child is supported to feel secure, confident and included.	<ul style="list-style-type: none"> <li>• Educators at EOG foster a sense of belonging and community by encouraging children to help with daily routines such as caring for animals, setting up for lunch and helping to pack up</li> <li>• Educators are aware of and respond to children who are feeling anxious or sad. Children are supported to find strategies to improve their sense of well-being.</li> <li>• Educators are constantly aware of children who may need support to enter play situations appropriately- this is evident in the building of relationships between children</li> <li>• EOG demonstrates value for diversity through the parent information form collected at the time of enrolment and through the identity web given to families to complete and return in term 1 each year. Information from parents is used to guide discussions with parents in parent/teacher interviews</li> <li>• Children are encouraged to value diversity through respect of each other, we actively teach “We are all the same, but we are all different”.</li> <li>• EOG raised fees to be able to employ an extra educator for the first five weeks of term 1 to help children settle into kindergarten. Families have reported on the success of this practice and this continues to be supported by governing council</li> </ul>

		<ul style="list-style-type: none"> <li>•EOG employs Karyn Desmond to do a speech and language assessment with all children during term 1 to help determine who may need additional support. Families are then consulted as to possible next steps to support their child</li> </ul>
Element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.	<ul style="list-style-type: none"> <li>•Educators actively support and model strategies for collaborative learning and friendship development.</li> <li>•We use the You Can Do It well-being curriculum to guide our practice and teaching of collaborative learning</li> <li>•The EOG routine allows for large blocks of play time to allow for children to develop play ideas and follow them through</li> <li>•Information on how children engage in collaborative projects is collected through anecdotal records and photos and used to inform programming</li> <li>•We model language to children constantly to reinforce the concept of working as a team</li> <li>•Collaborative learning opportunities are fostered through block play, large floor puzzles, making playdough, sandpit play etc.</li> </ul>
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.	<ul style="list-style-type: none"> <li>•Dramatic play is acknowledged as vital for children to learn about managing emotions</li> <li>•Dramatic lay is fostered through programming based on the observed interests of children</li> <li>•We use the Child Protection Curriculum and the You Can Do It well-being curriculum to guide our practice and teaching of emotional regulation</li> <li>•Our behaviour code is regularly reviewed; is followed by all educators; is part of our induction process and follows the principles of restorative practice in that it stresses the importance of maintaining good relationships; that changing behaviour is a learning process and not about punishment and the need for respect to maintain quality relationships</li> <li>•Educators model and encourage effective communication to resolve conflict</li> <li>•We use visuals at mat time to encourage children to adopt appropriate behaviour to achieve group goals at mat time</li> <li>•Negotiated Education Plans are written for children with more severe needs after consultation with support services and the family. Plans are followed up with all educators during staff meetings and actions are recorded in the staff meeting minutes.</li> <li>• We use Y charts and do risk/benefits with the children to scaffold discussions about safe play with the children.</li> </ul>
Element 5.2.3	The dignity and the rights of every child are maintained at all times.	<ul style="list-style-type: none"> <li>•Our policy of restorative justice in conflict resolution ensures the rights and dignity of all children are respected at all times</li> <li>•Our behaviour policy has a focus on choices made by the child</li> </ul>



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|--|--|---|
|  |  | <ul style="list-style-type: none"><li>•Children’s privacy is respected when we ask children before looking in their kindy bag if they cannot find a hat/fruit/ drink bottle etc.</li><li>•Children’s privacy is respected when they need to change clothes. Children are respected to make choices as to how much support they need. This level of support is reflected in the note sent home to families</li></ul> |
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## 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.



<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

Strengths		Element:	Evidence:
	Element 6.1.1	There is an effective enrolment and orientation process for families.	<ul style="list-style-type: none"> <li>• At the start of each year EOG offers the opportunity to join our playgroup to as many families as we can fit who are planning to enrol their child for the following year</li> <li>• Our priority of access policy ensures that offers of enrolment go to families who live closest to us first. There is also director discretion to allow an enrolment of any children based on social equity issues</li> <li>• Families are invited to a group meeting at the start of the enrolment process. As part of this meeting families are encouraged to talk to the director in regard to any specific needs their child may have</li> <li>• A parent information form is used to collect background information about each child's needs and interests.</li> <li>• Families are encouraged to see transition into kindergarten as a process which is flexible to the needs of individual children and that these needs should be discussed with the director</li> <li>• For children experiencing separation anxiety, we offer a flexible transition program which allows for children to build up their time at kindergarten and for family members to be able to stay when that is in the best interests of the child</li> <li>• Email addresses are collected and used to keep in touch with families before their child starts kindergarten</li> </ul>

		<ul style="list-style-type: none"> <li>• EOG policies and procedures are readily available to all families (stored on the kitchen bench)</li> <li>• EOG allocates time in term 4 for transition visits for all children</li> <li>• EOG employs an extra educator in the first 5 weeks of term 1 to help children settle into kindergarten and learn routines. The success of this process has been commented on by families and each year our governing council endorses this practice to continue.</li> </ul>
Element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.	<ul style="list-style-type: none"> <li>• Educators at EOG attempt to make all families feel welcomed on arrival at kindergarten each day</li> <li>• The parent survey reports a very high level of families feeling welcomed</li> <li>• Families are actively encouraged to be involved in the EOG community through: <ul style="list-style-type: none"> <li>○ A family welcome night in early term 1 (also the AGM)</li> <li>○ Governing Council which guides policy development, fundraising and expenditure</li> <li>○ Parent involvement in grant applications such as for Parent Initiatives in Education</li> <li>○ Attendance at excursions</li> <li>○ Parent workshops at kindergarten on a range of topics including numeracy development</li> <li>○ Parent/teacher interviews twice per year</li> <li>○ Families actively encouraged to contact educators with any issues</li> <li>○ Working bees</li> <li>○ Regular opportunities to provide feedback on a range of areas including our curriculum</li> <li>○ Sharing interests such as cooking and occupational skills such as firefighting, police, doctors, music, I.T., etc.</li> </ul> </li> <li>• At EOG our cycle of planning reflects feedback given by families through the survey process</li> <li>• Families find our environment friendly and welcoming; when they arrive early at kindergarten carers use this time to talk together while children play, some help educators with sweeping and talk to educators as they enter the kindergarten.</li> <li>• Carers are welcome to stay for a while on arrival to play with children or read them a story.</li> <li>• Events such as the welcome night, excursions, kindy games day, open mornings etc. are available for extended family.</li> </ul>
Element 6.1.3	Current information about the service is available to families	<ul style="list-style-type: none"> <li>• EOG has a very effective system in place for communicating with families which includes weekly emails, notice pockets, daily notices next to the sign on sheet when needed and a community notice board which is kept updated</li> <li>• The EOG website is kept up to date to inform prospective families about our service</li> <li>• The EOG face book page is used to provide links to current research about early childhood development, to keep families informed of upcoming events and to give short notes about things we have been doing at kindergarten.</li> </ul>

		<ul style="list-style-type: none"> <li>• Each family is provided with an EOG information booklet on enrolment</li> <li>• The Improvement Plan is displayed in the kitchen with notes on progress made each term</li> <li>• Families are kept up to date about policy changes via emails and displays on the notice board, occasionally updated policies are placed in notice pockets</li> </ul>
Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.	<ul style="list-style-type: none"> <li>• Families are encouraged to inform educators of things that may affect their child by talking to an educator or leaving a note in the communication diary</li> <li>• Families are informed about anything that has affected their child during the day (accidents, change of clothes etc.) via a note in the notice pocket with a reference to the educator they should talk to</li> <li>• Children's play preferences are recorded by families on the information sheet as part of the enrolment process</li> <li>• Families are kept informed about their child's progress via individual progress folders and slideshows of photos from excursion days</li> <li>• Families are encouraged to phone the centre any time they have concerns about their child during the day</li> <li>• Parents have two opportunities per year for formal parent/ teacher interviews, however they are actively encouraged at all times to talk to the director or other educators if they have a concern</li> <li>• Families are provided with opportunities to be involved in training and development opportunities such as workshops on parenting techniques and are invited to open mornings to showcase maths at kindergarten</li> </ul>
Element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.	<ul style="list-style-type: none"> <li>• Information about local play groups, child care centres, speech pathologists and occupational therapists is available to families</li> <li>• Information about local events (such as council holiday events), parent groups and parenting workshops is emailed to families and/or displayed on the notice board</li> <li>• Every term a CYHS nurse visits EOG and we organise a roster of children based on age and interest/ need</li> </ul>
Element 6.3.1	Links with relevant community and support agencies are established and maintained.	<ul style="list-style-type: none"> <li>• We try to instigate intervention/support for children in need as quickly as possible. Families are asked when they register their child's name with us if their child has any additional needs. This information is recorded and followed up through the enrolment process.</li> <li>• Families are asked to provide any reports/ assessments from support agencies</li> <li>• These reports are discussed with families and possible next steps towards a referral are explored</li> </ul>

		<ul style="list-style-type: none"> <li>• Contact is when needed with the support agency</li> <li>• Our support worker works with private and DECD support agencies on individual programs for children who are funded through the support program</li> <li>• Communication books shared with private support agencies, families and EOG are used to record work done with children in support</li> <li>• Local police are contacted when concerns about safety arise</li> <li>• Local dental services are invited to talk to the children about oral hygiene</li> <li>• DECD IT support is used when needed</li> </ul>
Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.	<ul style="list-style-type: none"> <li>• Information (such as assessments, and NEPs) about children receiving additional support is passed onto their school following discussions with families</li> <li>• Karyn Desmond will liaise with local schools to support additional needs children in their transition visits</li> <li>• When possible, Karyn will attend transition visits to schools for children with additional needs and help children and families make a successful transition into school</li> <li>• Teachers from our local schools are welcomed to visit to meet children going to their school in the following year and to have discussions with us about those children</li> <li>• Statements of learning which address outcomes achieved for each child are sent on to their primary school after they have been checked and signed by the parent</li> <li>• EOG encourages children to develop independence and organisation skills for calm transitions from large to small groups and then from groups to play/ eating time</li> <li>• Families are consulted to discuss strategies when children experience issues with transitions</li> <li>• Children are involved in getting organised for excursions through discussions leading up to the event, organising themselves for the day and discussing risk assessments prior to departure</li> <li>• Children are only released to recognised carers unless previous alternative arrangements have been made with a parent and only to carers who are recorded on the enrolment form</li> <li>• Families sign children in and out of the centre with arrival and departure times recorded</li> </ul>
Element 6.3.3	Access to inclusion and support assistance is facilitated.	<ul style="list-style-type: none"> <li>• NEPs, photos, anecdotal records and the statement of learning are used to ensure identity, belonging and well-being are addressed for each child receiving additional support</li> <li>• Karyn Desmond and other educators work with children to support entry into play and with group activities</li> <li>• Assessments/ reports provided by outside agencies for children with additional needs are shared at staff meetings and any ideas on individual programs are incorporated into program planning through use of the reflection folder</li> </ul>



		<ul style="list-style-type: none"> <li>• When needed, resources are allocated for the purchase of specialist equipment- such as the hokki seat and the sit N spin for children with occupational therapy needs</li> <li>• Karyn Desmond has supported all educators at EOG to use visuals for children with additional needs</li> <li>• Respect for diversity is constantly taught and modelled at EOG</li> <li>• T&amp;D opportunities are sought for educators who want to increase their skills in working with children with additional needs</li> </ul>
Element 6.3.4	The service builds relationships and engages with their local community.	<ul style="list-style-type: none"> <li>• As sited above EOG works to create and maintain strong ties with community agencies: <ul style="list-style-type: none"> <li>○ Council services such as arborists</li> <li>○ Primary Maths Association</li> <li>○ Speech pathologists and occupational therapist</li> <li>○ The Child Development Unit</li> <li>○ CAFHS</li> <li>○ Parenting seminar opportunities emailed to families and displayed on the notice board</li> <li>○ Walks to the local post office</li> <li>○ Visits from the police and fire department</li> </ul> </li> </ul>

#### Key improvements sought for QA6

<b>Standard/element 6.1.3</b>	Current information about the service is available to families
<b>Identified issue</b>	Through our EOY 2016 survey parents reflected that they did not receive enough information about our program

<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.
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<b>Identified issue</b>	To engage families in our reflective practice we need to collect information on the understandings of our families about creative and complex learning
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<b>Standard/element 6.3.2</b>	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
<b>Identified issue</b>	We need to develop a set of clear procedures around transition

### 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>
6.1.3	Parents to have a good understanding about our program	H	<ul style="list-style-type: none"> <li>- Move the display of our weekly program to the wall next to the back door</li> <li>- Include a photo of where our program is displayed on face book</li> </ul>	<ul style="list-style-type: none"> <li>- Our EOY survey to reflect parents able to access information about our program</li> </ul>	Term 4	
6.2.1	Families to develop deeper understandings about creative and complex learning and how children can reflect on their own learning	M	<ul style="list-style-type: none"> <li>-discussions at staff meetings to decide on strategies to increase parents' understandings</li> <li>- using preschool indicators to help with language when talking to parents (as in interviews)</li> </ul>	<ul style="list-style-type: none"> <li>- families being able to articulate what creative and complex learning looks like</li> <li>- families being able to understand the need for complex and creative learning</li> <li>- families being able to recognise when their</li> </ul>	Term 4	

			<ul style="list-style-type: none"> <li>- provide families with take home activities such as measuring feet</li> <li>- newsletters to include information and links on growth mindsets</li> <li>- remind families to look at our wall displays</li> <li>- Donna Broadhurst workshops</li> </ul>	child is reflecting on their own learning		
6.3.2	A set of clear transition procedures	L	<ul style="list-style-type: none"> <li>- Writing out clear processes/ procedures on strategies that are mostly already in place at EOG</li> <li>- Use the DECD transition to school rubric to guide the development of our procedures</li> <li>- Partnerships to continue to develop closer relationships with feeder schools</li> <li>- Ask Governing Council to provide feedback on our transition processes</li> </ul>	<ul style="list-style-type: none"> <li>- Positive feedback from families</li> <li>- Successful transitioning of children into kindergarten and from kindergarten to school</li> </ul>	Term 2	

## 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.



<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
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 persons	Residents at family day care residence and family day care educator assistants to be fit and proper
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

Strengths	Element:		Evidence:
	Element 7.1.1	Appropriate governance arrangements are in place to manage the service.	<ul style="list-style-type: none"> <li>• At EOG we have a high and active representation of families on our Governing Council</li> <li>• Governing Council meets twice per term</li> <li>• It is responsible for financial management, policy and curriculum review and fundraising</li> <li>• Records of decisions are kept in the office</li> <li>• Agendas and minutes are sent out in a timely manner to ensure all members are aware of what is coming up and any actions to be taken</li> <li>• Complaint procedures are clearly outlined on our website and the policy is available for all parents to view</li> </ul>
	Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.	<ul style="list-style-type: none"> <li>• Induction records for relief and regular educators are clearly labelled so that they get updated annually</li> </ul>
	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.	<ul style="list-style-type: none"> <li>• Staff cohesion is evident through the years of service of all educators including relief staff</li> <li>• Every attempt is made to notify families of changes to educators by email in advance, where this is not possible a note is left by the sign on sheet for the day</li> <li>• A psychological health survey is completed with all educators and action taken when needed to ensure a healthy working environment is in place</li> <li>• Rosters ensure that educators have a clear understanding of what their role is each day (i.e. inside or outside, literacy groups, lunch times)</li> <li>• There is a clear process for performance development which is followed up during the year and referred to the following year to ensure consistency and that all actions have been followed through</li> </ul>
	Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the	<ul style="list-style-type: none"> <li>• The teacher (curriculum leader) writes the program based on weekly meetings where all educators reflect on children's individual and group needs/interests</li> <li>• Discussions about programming are a regular part of staff meetings</li> <li>• Closure days are used for curriculum review as part of the cycle of self-review</li> </ul>



	development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.	<ul style="list-style-type: none"> <li>• Curriculum reviews are research based- e.g. based on the principles and practices of the Early Years Learning Framework or the Oral Language Framework</li> <li>• Educators are part of a professional learning community within the Western Adelaide Shores Partnership. Through this community educators work towards group goals with opportunities to engage in reflective practice with colleagues.</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Screening clearances for all educators are checked before work is started</li> <li>• Governing Council members are all screened</li> <li>• There is a clear process for volunteers which is followed before starting work</li> </ul>
Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.	<ul style="list-style-type: none"> <li>• The EOG statement of philosophy has been formulated cooperatively by all educators and is based on our beliefs for the provision of a quality early childhood education setting</li> </ul>
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.	<ul style="list-style-type: none"> <li>• The director at EOG meets with educators twice per year for a performance review. This process is part of the site self-review cycle and information gathered is acted on by being included in staff meeting agendas, site closure days and in the QIP</li> <li>• Training and development is based on a combination of site and individual needs</li> <li>• Educators are encouraged to share what they have learned at staff meetings and to discuss ways to integrate what they have learned into site practice</li> <li>• Role descriptions for all educators were formulated as part of the cycle of review and are displayed for all educators including relief staff</li> </ul>
Element 7.2.3	An effective self-assessment and quality improvement process is in place.	<ul style="list-style-type: none"> <li>• Information is collected from educators, children and families to provide feedback on site performance. This is done through performance development processes. Psychological health survey, RRR processes well-being surveys with children, surveys for families and feedback from Governing Council. This information is reflected in the quality improvement plan</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Child records are kept in a lockable cabinet</li> <li>• Families are reminded through notes home to keep us informed about changes to contact and health details</li> <li>• The Incident and Response Management System (IRMS) is used to record details of serious accidents and followed up promptly when needed</li> </ul>

Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.	<ul style="list-style-type: none"> <li>• Staff meetings are held each fortnight and minutes are kept for each meeting. The minutes from each previous meeting are viewed to ensure that all necessary actions have been taken</li> <li>• Educators are included in the distribution of weekly emails to families so that part time staff members are aware of what is happening even on days when they do not work at EOG</li> <li>• DECD LinkED is emailed home to all educators weekly so that they may keep up to date with DECD policy and events</li> </ul>
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.	<ul style="list-style-type: none"> <li>• IRMS is used to record details of all serious incidents so that the Regulatory Authority is kept informed when needed</li> </ul>
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.	<ul style="list-style-type: none"> <li>• The EOG grievance policy and procedures are readily available on our website and families are encouraged to see the director if they have any concerns</li> <li>• All grievances are acted on to achieve resolution in a timely manner and are entered into IRMS when warranted</li> </ul>
Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.	<ul style="list-style-type: none"> <li>• Site policies are reviewed regularly by educators and Governing Council to ensure that they reflect site practice</li> <li>• Records are kept on when policies are due for review</li> <li>• All policies are available for families and may be emailed home when necessary, especially when changes have been made to a policy</li> </ul>

#### Key improvements sought for QA7

<b>Standard/element</b> 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
<b>Identified issue</b>	Some relief workers have expressed confusion about instructions for cleaning processes

<b>Standard/element 7.2.1</b>	A statement of philosophy is developed and guides all aspects of the service's operations.
<b>Identified issue</b>	We need to update our philosophy to reflect the growth in our learning and practice

<b>Standard/element 7.2.3</b>	An effective self-assessment and quality improvement process is in place.
<b>Identified issue</b>	We need to continue our reflective work on developing creativity and complexity

### Improvement plan

<b>Standard/ element</b>	<b>What outcome or goal do we seek?</b>	<b>Priorit y (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>
7.1.2	We need clear instructions	H	We will use staff meeting time to make lists for relief staff to follow	- Processes available for relief staff to follow	Term 1	

	available for all relief staff			- Relief staff reporting that process are clear and easy to follow		
7.2.1	A philosophy which reflects our current work/practice	M	<ul style="list-style-type: none"> <li>- Asking families for feedback on our centre in relation to our philosophy</li> <li>- Using the EYLF to guide our reflection process</li> <li>- Using our term 1 closure day and staff meetings to reflect on what our philosophy should look like/contain</li> <li>- Involving our governing council in this process</li> </ul>	- A philosophy which reflects our current work/practice and the needs of our community	Term 2	
7.2.3	All educators to develop deeper understandings about how to promote creativity and complex learning.	M	<ul style="list-style-type: none"> <li>- repeat data collection on involvement scales</li> <li>- use this data to determine what needs to be done to deepen educators' understandings</li> <li>- work with educators to devise strategies to improve their own habits of mind (i.e. not rescuing children, finding ways to encourage children to reflect on their own learning)</li> <li>- strategies to promote creativity and complexity may include: high expectations; children learning about self-reflection; educators to continually challenge children's thinking through open ended questioning; learning activities to promote creativity and complexity.</li> </ul>	<ul style="list-style-type: none"> <li>- reflection on our learning through PD meetings, staff meetings and closure days to show improvement</li> <li>- educators to confidently implement strategies to improve learning in our site</li> </ul>	Term 4	

