



Government
of South Australia

Department for Education
and Child Development

WATTLE PARK KINDERGARTEN

Quality Improvement Plan 2017

Service name	Service approval number
Wattle Park Kindergarten	DECD Centre No. 4610
Primary contact at service	
Catherine Holdcroft — Director	
Physical location of service	Physical location contact details
Street: 2a Yeltana Avenue Suburb: Wattle Park State/territory: SA Postcode: 5066	Telephone: 08 8331 3619 Mobile: N/A Fax: 83646892 Email: dl.4610.leaders@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: DECD Telephone: 82261000 Email: decdcustomers@sa.gov.au	Name: Catherine Holdcroft Telephone: 8331 3619 Mobile: N/A Fax: 83646892 Email: dl..4610.leaders@schools.sa.edu.au

Quality Area 1: Educational program and practice

Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

Element 1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, 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.

Standard 1.2 Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.

Element 1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.

Element 1.2.2 Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.

Element 1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

Strengths

We request information from families about strengths, interests and goals for learning via a survey for parents and this is used in the development of Individual Learning Plans (ILPs). The ILP is established with information from children, learning goals set by staff and reviewed with families regularly.

Children, with their families, are asked to create a poster which provides visual information about them which is shared with the kindergarten group and kept at kindergarten for the duration of their stay.

The Early Years Learning Framework (EYLF) is linked to learning stories, observations, group work, displays, children's individual learning folders and the programme.

Staff build on children's interests to expand and extend their learning, pose open-ended questions and promote individual or group research/representation of their developing ideas.

The routine incorporates times for individual reflection, group work and choices between inside and outside learning. Flexibility in the routine and program enables follow up and sharing of spontaneous news, encounters, ideas and questions from children.

Individual learning folders document each child's learning and involvement in the programme as well as group experiences.

We use EYLF to guide our observations, implementation and evaluation of learning programmes. Individual children are discussed at teaching and learning meetings. Observations are collated and gaps or 'hidden' children are identified. Individual children's needs are discussed at staff meetings and the learning opportunities developed are included in the programme.

Children are encouraged to make their own learning goals with staff to work on and achieve throughout their time at kindergarten.

Small group experiences are planned for on a daily basis. These group experiences are adapted to suit individual children in the programming and the practice. The learning is part of our ongoing cycle which includes reflecting on, documenting and evaluating children's learning.

Educators view culture and the context of family as central to the children's sense of being and belonging. Educators work closely with the preschool community to develop understandings of different cultural practices and acknowledge differing world views and beliefs. Educators strive to incorporate family expectations for children's learning in the program.

Comprehensive documentation is in place for children with additional needs/special rights. Individual plans reflect strengths and strategies from both home and within the service.

Interviews are offered for all families in Term 2, providing opportunities to strengthen relationships, for shared reflection and to discuss children's future learning and development.

Key improvements sought for QA1

<p>Standard/ element 1.1.1</p>	<p>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.</p>
<p>Identified issue</p>	<p>In 2016 there was limited collaboration between teaching staff . Staff are still becoming familiar with the DECD Preschool Numeracy and Literacy Indicators and starting to use these in assessment and reporting. In 2017 we aim to increase collaboration and develop further understanding and use of the Preschool Numeracy Indicators.</p> <p>The Indicators will be increasingly incorporated into documentation of children's learning, in the kindergarten play program and articulating this to parents.</p> <p>Following recorded observations of the Active Learning Scale educators will incorporate identified needs into the daily program , particularly through incidental teaching opportunities.</p>
<p>Standard/ element 1.1.3, 1.1.6</p>	<p>1.1.3 The program, including routines, is organised in ways that maximise opportunities for each child's learning.</p> <p>1.1.6 Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.</p>
<p>Identified issue</p>	<p>Research from Carol Dweck (and others) states enhancing a growth mindset for learning in children promotes problem solving and academic and social success throughout life. In summary, children and adults recognise learning happens with effort, persistence, challenge, setbacks and support. What a child or adults knows or can do is not fixed. An understanding of, and discussion about the behaviours to support learning have great benefit. Educators are at differing stages of understanding of this research and this topic will need intentional inclusion in staff professional development.</p> <p>It is acknowledged that at aged 4 children are rapidly developing social skills and staff have agreed to use the "What's the Buzz?" social skills program by Mark Le Messurier to instil shared language and messages in our program and with home.</p>

Quality Area 2: Children's health and safety

Standard 2.1	Each child's health is promoted.	
	Element 2.1.1	Each child's health needs are supported.
	Element 2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.
	Element 1.1.3	Effective hygiene practices are promoted and implemented.
	Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
Standard 2.2	Healthy eating and physical activity are embedded in the program for children.	
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
Standard 2.3	Each child is protected.	
	Element 2.3.1	Children are adequately supervised at all times.
	Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
	Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.

Strengths

Children's health and wellbeing is included in the programme. Examples include discussions with children and families about health and nutrition during eating times; the need for rest; yoga, stretching, and mindfulness at rest times; and a project on the human body.

A structured relaxation time is built into the routine each day.

Spaces for relaxation and rest are provided both inside and outside.

Children's individual health plans are included with medication and in health plans book. Information about individual children's health plans is included in induction for all staff (including relief staff) and a poster kept updated in confidential areas in the kindergarten (kitchen/office) as a reminder. Necessary actions such as providing gluten-free playdough and foods, when children with coeliac or gluten intolerances attend, are incorporated into ongoing curriculum practices.

The ECW monitors and updates the First Aid kits annually.

Information about health and safety is provided to families via displays, newsletter, facebook and brochures available in the kindergarten.

Hygiene practices are discussed at appropriate times such as toileting, prior to eating, blowing nose etc. Hygienic practises are supported through information posters (for children and families) around the kindergarten environment and communicated with parents at appropriate times.

Regular cooking experiences with children are provided, some with parent support. These aim to provide healthy and nutritious food for children to experience. Staff act as role models for healthy eating.

Families are asked to provide water bottles for kindergarten and fresh water is available for refills.

Physical activity is incorporated through activities inside and outside the kindergarten learning spaces. We include regular walks and time to play in local parks with balls/hoops etc in our program. We provide numerous challenging opportunities for balancing and climbing.

Thorough risk assessments are undertaken for each excursion. A detailed review process occurs, and changes implemented, where unanticipated risks or hazards are noted. Children participate in risk assessments when new materials are introduced to the learning environment.

Daily safety inspections and immediate actions taken to remove or repair broken or damaged structures, items.

All staff are aware of emergency evacuation and invacuation procedures. These are practiced termly and reviewed after each drill and adjustments to procedures made as necessary.

All staff keep current Responding to Abuse and Neglect training and participate in planning, implementing and reviewing the Child Protection Curriculum.

Element 2.1.1	Each child's health needs are supported.
Issue	The centre is not Sun Smart approved. This was a goal carried over from 2016. The policy requires development.
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.
Issue	Children need to be provided with a clean rest mat each day to reduce the likelihood of allergies and illness from direct contact with the carpet.

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.

Issue Only antibacterial wash (no soap) is available to children. Adult bathroom does not have its own sink.

Standard/element 2.2	Healthy eating is promoted & food and drinks provided by the service are nutritious and appropriate for each child.
Identified issue	This is a natural extension of our focus on growing vegetables, herbs and fruit in the kitchen garden and contributing to a sustainable culture. We model (to parents and children) nutritious eating experiences for children (taking into account food intolerances and allergies) and encourage them to support this through providing nutritious food for kindergarten snack time and lunch time. The policy requires review.

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.1	A healthy environment to learn in, minimising unsafe exposure to UV rays	Medium	Work towards Anti-Cancer Foundation Sunsafe Certification	Achieve certification and display signage	End 2017	
2.1.2	Children to have an hygienic space and resources for rest time.	High	Staff team to investigate options and purchase.	Individual rest mats for rest time.	Term 1 2017	
2.1.3 and 2.1.4	Effective hygiene practices are promoted and implemented. Steps are taken to control the spread of infectious diseases by providing approved hand washing facilities.	High	Director to investigate options and purchase.	Soap provided to and used by adults and children. Staff bathroom to provide hand-washing facilities including soap for adults.	Term 2 2017 End of 2017	
2.2.1	Healthy Eating is promoted through the routines and curriculum planning to children and families	Medium	Link with Botanic Gardens 'Little Sprouts' Kitchen garden staff and online resources. Kitchen garden planting and menu planning supported by regular incursions from Rebecca Mumford (author of Gaye the Garden Girl series). Information about healthy food provided to families. Recipes with healthy food available for children and families	Children talk about the kitchen garden with their families Children talk about nutritious food with staff and their families Children and families make nutritious choices for snack All children involved in kitchen garden experiences	Ongoing	

Quality Area 3: Physical environment

Standard	The design and location of the premises is appropriate for the operation of a service.
Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Element 3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.
Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality play experiences in both built and natural environments.
Element 3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.
Standard	The service takes an active role in caring for its environment and contributes to a sustainable future.
Element 3.3.1	Sustainable practices are embedded in service operations.
Element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

Strengths

The kindergarten is purpose built, provides ample natural light, large windows, skylights and direct access via 3 doors from the indoor environment to the outdoor environment.

All equipment (found, donated, recycled, up cycled and purchased) undergoes a risk/benefit assessment to evaluate its condition and purpose in the environment. New furniture was purchased in 2015 and 2016 to enhance safety and aesthetics of the environment.

Daily and quarterly inspections of inside and outside environments include monitoring wear and tear and damage. Safety standards are maintained.

WPK has undergone a range of renovations to the outdoor environment to maximise opportunities for children to engage in the curriculum. In previous years improvements include the installation of butterfly signs, garden beds, compost bin, lunch courtyard, dry creek bed, meeting circle with archway, a cubby space, a garden nook and fairy garden. These areas are available for exploration, research, play, discovery and more. The spaces within are open-ended, contain natural elements and provide numerous spaces where small groups of children gather.

The physical environment of the kindergarten is designed to be a flexible learning space and changes to suit a variety of learning foci. This has included providing an art studio, visiting animals from the Nature Education Centre, a stage, a cave, restaurant and other spaces for dramatic play.

Opportunities to take considered risks in the outdoor learning area are balanced by a risk/benefit assessment undertaken with children and staff. In particular, children climb trees, walk on elevated and uneven surfaces and balance on logs as these provide children with the necessary challenge to develop gross motor strength and co-ordination and experience 'in the moment' risk assessment to monitor their own capabilities. Staff support this growing independence with children and carefully monitor their physical endeavours.

Recycling bins are available alongside landfill bins. Compost bins are provided at eating times. Children are explicitly taught to use the appropriate bin. Discussion includes environmental impacts of waste and recycling. Newsletters and notes are emailed to reduce paper waste.

Key improvements sought for QA3

Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.	
Issue	The outdoor environment has become overgrown and impacts on the learning environment, eg access to raised wall. The irrigation system is broken. A long term plan requires development.	
Issue	The cooling system is outdated, inefficient and requires replacement. Plumbing needs updating in bathrooms.	
Issue	Administrative space for ECW does not exist.	
Issue	Store rooms require reorganisation to allow better access for staff.	

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this out- come? (Steps)	Success measure	By when?	Progress notes
Element 3.1.1	Outdoor and in- door spaces, buildings, furniture, equipment, facili- ties and resources are suitable for their purpose.	M	<p>Planning with Facilities Manager to devel- op goals and time frame for cooling system and plumb- ing, Staff team to work with GC, chil- dren and parents to create an out- door development plan.</p> <p>Staff to work together to reorganise work space so it is effi- cient including space for the ECW to complete admin tasks.</p>	<p>A new cooling system installed.</p> <p>New plumbing in- stalled</p> <p>Soft fall, irrigation, turf and logs installed .</p> <p>Spaces developed and utilised effec- tively by staff.</p>	<p>Term 4 2017</p> <p>Year end 2017</p> <p>Term 3 2017</p> <p>Term 3 2017</p>	
Element 3.2.1	Outdoor learning environment is en- hanced to pro- mote compe- tence, independ- ent exploration and learning through play with support from and information provid- ed to parents about the value of Nature Play/Risky Play and Loose Parts approaches.	Medi- um	<p>Catherine to meet with NRM Rep, Da- ni and other land- scapers, as well as GC/Garden com- mittee. Consult with children and staff.</p> <p>Share and discuss the principles of Nature Play/Loose Parts/ Risky play with staff and families.</p>	Parents support the approach to play based learning in the outdoor learn- ing environment.	<p>Term 2, 2017</p> <p>2017 and ongoing</p>	

Quality Area 4: Staffing arrangements

Standard 4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.	
	Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.	
	Element 4.2.1	Professional standards guide practice, interactions and relationships.
	Element 4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
	Element 4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

Strengths

Staff are trained in current practise including Child Protection and RAN. Certificates are copied and held confidentially and securely.

As a new staff team we are enjoying getting to know each other and supporting each other by acknowledging strengths and fostering a positive working environment. Staff develop and continually refine routines and practices, reflecting on staff and children's strengths and needs.

Professional Learning is undertaken as a group. Professional sharing occurs at staff meetings where educators are paid to attend. Staff meetings are weekly, minuted and actions noted.

Continuity of relief staff is a priority.

Teaching and Learning Meetings are held each week to reflect on the program, to discuss the strengths and challenges of the children's involvement, reflecting on written observations and thoughts. These meetings are seen as an adjunct to formal aspects of Performance Conversations and have a strength-based approach to working as a group of professional colleagues.

Staff respect each other, engage in professional interactions and contribute to a welcoming and psychologically safe working place.

Performance Development includes reference to J&P descriptions and Teacher Standards.

Standard/ element	What out- come or goal do we seek?	Priori- ty (L/ M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Element 4.2.1	All staff are aware of the professional standards for their role	Medi- um	Use Australian Pro- fessional Stand- ards for Teachers, in conjunction with NQS to dis- cuss teaching role and describe how they look in our centre. Formal Performance Conversations to be held twice per year.	Teachers are aware of the TRB and NQS and can articulate how they demonstrate these in every day practice Performance Con- versation plans reflect current goals for staff and strategies to support improve- ment. Staff participate in professional learning related to centre goals and self-selected learning goals	Term 4 Term 2 Term 4	

Quality Area 5: Relationships with children

Standard 5.1	Respectful and equitable relationships are developed and maintained with each child.
Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
Element 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
Element 5.1.3	Each child is supported to feel secure, confident and included.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.
Element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
Element 5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
Element 5.2.3	The dignity and the rights of every child are maintained at all times.

Strengths

All children and families are welcomed into the kindergarten when visiting, enrolling and arriving at each session by educators and other children. They are introduced through the newsletter and each family is encouraged to contribute an "About me" poster to share with the group which is kept at kindergarten during their stay.

Each child is respected as an individual, their rights are acknowledged and along with their efforts, involvement and successes in the program, they are celebrated.

Each child is observed carefully in their first term and beyond to gather information about social connections and learning interests.

Children are actively encouraged to respect their friends, use their names and solving any minor issues through a conversation (and if necessary with support from an educator).

Children are encouraged and supported to work together, recognise strengths, use peers as a resource for information, encouragement and skill development.

Each educator has a strengths-based mindset in developing and extending their relationships with each child. Educators' language supports the vision of the EYLF and positively impacts a child's sense of belonging, being and becoming in the kindergarten environment. They listen to children, demonstrate interest, make time to listen and respond attentively and intentionally.

The WPK Behaviour Guidance Code reflects the centre philosophy and is the framework within which relationships are established with children. This includes how to teach children with challenging behaviours and maintain a respectful learning environment. We openly discuss conflicts with children to empower them to be independent in solving problems. We develop strategies with children, for children to use in any potential conflicts. We intentionally teach social skills using the Child Protection Curriculum and the "What's the Buzz?" social skills program.

Children are assisted to develop their own learning goals.

Consistent small groups are established for educators to work with each day.

Children's rights (UN Convention) are at the centre of our work.

Photographs of children at play and "About Me" posters are on display. Learning Portfolios are accessible at any time by children and families.

Parents are supported to separate positively from their child.

A readily accessible parent library contains books relevant to family needs and children's development. Educators are available each day to discuss and support families to address children's social and emotional needs.

Quality Area 6: Collaborative partnerships with families and communities

Standard 6.1	Respectful supportive relationships are developed and maintained.
Element 6.1.1	There is an effective enrolment and orientation process for families.
Element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
Element 6.1.3	Current information about the service is available to families
Standard 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.
Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
Element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
Standard 6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.
Element 6.3.1	Links with relevant community and support agencies are established and maintained.
Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Element 6.3.3	Access to inclusion and support assistance is facilitated.
Element 6.3.4	The service builds relationships and engages with their local community.

Strengths

Families are welcomed when visiting or enrolling into the kindergarten. Family Information Sheets are provided.

A Family information session is held prior to children beginning kindergarten, to share general information about the service, answer questions and gain knowledge about children. This ensures a smooth transition from home or prior to kindergarten learning environment. Families of children with additional needs (medical/developmental) share relevant extra information to ensure a successful transition into the kindergarten.

Parents/carers are encouraged to join the Governing Council to be part of decision making about the service at this meeting and encouraged to provide the support to the kindergarten that they are comfortable with.

Parents and carers regularly contribute to the program and environment in a variety of ways including gardening, washing, helping on excursions, working bees and cooking

Family information is on display throughout the kindergarten, on the Facebook page, kindergarten website and newsletter. An email list is established to forward information about community events from the Burnside Council, Burnside Library, Australian Council and Children and Media, il Nido Children's Centre (Campbelltown) and Child and Youth Health, local Partnership information and other relevant organisations.

Information about the curriculum is shared online, in newsletters, at Governing Council meetings, through displays, learning folders and informal and formal conversations with families.

In Term 2 learning strengths are discussed in collaboration with families and goals are set to be reflected on later in the year and reported on in a final statement of learning (which is also shared with the transitioning school)

Opportunities for families to gather outside of the kindergarten via group holiday play dates and informal coffee mornings are arranged by parents.

The Child & Youth health nurse completes 4 year old health checks on site annually. Information sheets from SA Dept Health are available for families in the locker room.

Standard/Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Issue	Wattle Park Kindergarten is located between a number of schools and children go on to attend several local schools. It is important to build relationships with all to support the continuity of learning for all children as they transition to school. In addition some of these schools sit outside our local education Partnership relationships. Norton Summit Primary School is a recent addition to this list and in 2017 we seek to build on our relationship with them to advantage the children who move from WPK.

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.3	Outdoor learning approaches (including Nature Play/Risky Play and Loose Parts play) are shared and promoted with families	Medium	Share information in Governing Council, Newsletter etc. about the value of outdoor play approaches.	Families are informed and value outdoor learning approaches.	Each term	
6.3.2	Strengthened relationships between local schools, particularly Norton Summit to support continuity of learning for children.	High	Invite participation from Norton Summit PS in a learning project involving children who will attend there in 2017.		Term 4, 2017	
6.3.4	Connections within local education community through Central East Partnership (DECD)	High	Develop relationships with local schools and kindergartens to advantage our children.	Local schools and kindergartens are a resource for our learning.	Each Term and ongoing	Joint closure days scheduled for Terms 1 & 2

Quality Area 7: Leadership and service management

Standard 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	
	Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
	Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
	Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
Standard 7.2	There is a commitment to continuous improvement.	
	Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.
	Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
	Element 7.2.3	An effective self-assessment and quality improvement process is in place.
Standard 7.3	Administrative systems enable the effective management of a quality service.	
	Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.
	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
	Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

Strengths

The AGM invites parents to be part of governance arrangements with staff. Role statements, a code of practice and the Constitution are part of the Governing Council induction process. A Responding to Abuse and Neglect session for parent volunteers is run by the Director and is also held with other local sites.

The centre philosophy is reviewed with staff and Governing Council annually before being shared with families for feedback and input.

Staff induction processes are established, reviewed annually and as needed.

Continuity of educators is supported through careful negotiation with DECD Human Resources Services Senior Managers and in selection of regular Temporary Relief Teachers.

A team culture is established with staff sharing responsibilities by discussion, negotiation and recognition of strengths.

Volunteer induction and Criminal History Screenings ensure all adults working on site with children are fit and proper.

Our Statement of Philosophy is reviewed annually with parent and staff input to guide operations and foregrounds children in its conception.

Performance conversations are strengths-based, occur regularly and link to the site philosophy, Public Service Code of Ethics, Teacher Standards and our Quality Improvement Plan.

The Quality Improvement Plan aligns with the Partnership Plan and guides our continuing improvement. Actions towards this are monitored through staff meetings, performance conversations and site self review.

Policies are developed and reviewed regularly. They include Occasional Care, Enrolment, Priority of Access, Behaviour Guidance, Sun Protection, Hot Weather, Health and Nutrition Supply, Parent Concerns and Complaints, Media/Photo, Short Walks, Facebook Page policies.

Additional time is allocated to undertake essential administrative tasks including Work, Health and Safety updates.

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Element 7.2.2	Staff members are supported to develop goals and with the evaluation of their continual professional improvement	High	Regular Performance Conversations (2/year) Children's views are sought and reflected on. RRR data will be used to support staff development where relevant	Staff satisfaction is high. Clear goals documented in PD Plans. All staff will develop their own PD plans. Goals will be clearly documented. Staff will take on personal responsibility to improve performance, skills and knowledge in areas that link with the site and Partnership Improvement Plans.	Term 4	
Element 7.2.3	Effective self-assessment, related to QIP.	High	Integrate PIP links to QIP review and self-assessment	All staff will contribute to the ongoing site review and QIP progress.	Term 2,3 & 4	