

Moana Kindergarten

QIP

2018

Moana Kindy

Site strategic Priorities for 2018

- **DECD priorities:** “We aspire to be a world class education and child development system with growth for every child, every class, every school”
- **Partnership priorities:** Strive for exceeding in all 7 quality areas, focus on the development of Numeracy practices in the site, develop educators learning design expertise and support children’s learning dispositions.
- **Site priorities:**
 - Use Reflect, Respect, Relate and Reggio Emilia philosophies to redesign the indoor and patio learning environments and reflect on the daily routine
 - Reflect on our formative assessment processes with a focus on the Early Years Planning Cycle
 - How can we further develop our Nature play environment whilst ensuring both children’s safety and appropriate risk taking?
 - How do we maximise high quality interactions with all children?

(Critically reflect on how the above priorities improve children’s learning)

The National Quality Standard and Quality Improvement

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

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

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

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

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

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

Service details

Service name		Service approval number	
Moana Kindergarten		SE- 00010645	
Primary contacts at service			
Sophie Northcott			
Physical location of service		Physical location contact details	
Street	Schooner Road	Telephone	08 83861971
Suburb	Seaford	Mobile	
State/territory	S.A	Fax	
Postcode	5169	Email	
Approved Provider		Nominated Supervisor	
Primary contact	Sophie Northcott	Name	Sophie Northcott
Telephone	08 83861971	Telephone	08 83861971
Mobile		Mobile	
Fax	8327 2852	Fax	
Email	dl.3690_leaders@schools.sa.edu.au	Email	
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	

Operating hours

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

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

Round times to the nearest quarter of an hour.

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8:30	8:30	8:30	8:30	8:30		
Closing time	15:00	15:00	13:30	15:00	15:00		

Additional information about your service

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

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

Street Parking only

Kindergarten closure due to holidays – 16/4/18-27/4/18

9/7/18 – 20/7/18

1/10/18 – 12/10/18

17/12/18 – 28/1/19

Pupil free days – 4 per year for Professional Development – 2 for partnership priorities, 2 for site priorities. Confirmed dates are 12th June, 15th October (two more TBC)

How are the children grouped at your service?

FROG Group- Monday & Tuesday 8:30 – 15:00, and alternate Wednesdays 8:30 – 13:30

TURTLE Group - alternate Wednesdays 8:30 – 13:30, and Thursday and Fridays 8:30 – 15:00

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

Josie Agars - Director and Nominated Supervisor (Until Jan 2018)

Sophie Northcott - Director and Nominated Supervisor (began Jan 2018)

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

N/A

Service statement of philosophy

Please insert your service's statement of philosophy here.

Moana Kindergarten is a welcoming, supportive and inclusive centre where we aim to inspire a lifelong love of learning.

We strive to:

- Foster positive respectful relationships with children and families to create a sense of belonging and community.
- Create a safe, nurturing and stimulating play based curriculum that recognises individual children's abilities and maximises learning potential.
- Provide an inclusive environment that values children and families of culturally diverse backgrounds including ATSI and actively provides awareness and acceptance of heritage and culture.
- Develop resilient, persistent, independent learners that imagine, discover, explore and question.
- Work together with educators and families to enable children the skills to assess manage and take appropriate risk.

At Moana Kindergarten we have created a Nature Play environment that provides authentic learning experiences. We access our unique local environment which also promotes a culture of respect and appreciation of the natural world. Learning in all curriculum areas is embedded in the Nature Play environment which has a positive impact on children's health and wellbeing.

Fun and messy play happens every day!!!

Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

Standard 1.1		
The educational program enhances each child's learning and development.		
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, and confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
Standard 1.2		
Educators facilitate and extend each child's learning and development.		
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3		
Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.		
Assessment and planning cycle	Element 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.

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

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



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

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths

- All staff have a comprehensive knowledge of the Early Years Learning Framework. Staff programme as a whole staff team and staff confidently reflect on and discuss the learning in each of the Framework areas. This indicates their knowledge of EYLF. This is recorded in weekly planning minutes and team meetings
- Planning and assessment is based on the EYLF and the Literacy and Numeracy Indicators for Preschool/Kindy and takes into account Reflect, Respect, Relate.
- The program is Play- based, and open ended whilst supporting an emergent curriculum to follow children's interests. It has a strong emphasis on the importance of Nature play to support the child as a whole. Opportunities to engage in both the indoor and outdoor learning environments are accessible throughout the day.
- This is undertaken by reflection and evaluation on the previous 3 weeks of learning and staff identify the needs and interests of children and also identifies strengths to build upon. The daily book/Floor book is used as evidence to support decision making (recorded via: photographs, children's voice in dialogue and involvement in group/split group experiences).
- After reflecting, staff design learning experiences that will scaffold children's learning in these areas, and small group work is targeted to meet individual needs.
- Review of observation and reflection records of individual children by educators drive and direct the future learning. This is recorded through group learning stories and individual learning stories that feature in individual portfolios.
- Each child has an Individual Learning Plan with goals for future learning, areas of strength and areas to support. This is formulated together as a team (we consider the family questionnaire, reflect on photographic evidence of child's engagement, along with records in the floor book/daily communication book and discuss our observations on the child). Families are involved firstly via a Kindy questionnaire at the beginning of the year. The ILP is then discussed with families in a formalised parent/teacher interview at the end of Term 1 to reflect on goals and evidence of working towards. The learning goals are reassessed and reflected on and updated by the team each term. Interviews are then offered again later in the year and then learning is then formalised at the end of the year in a Statement of Learning (copy provided to family and school to attend).
- Aboriginal and Torres Strait Islanders culture is shared and promoted, along with Individual cultural origins being reflected in the programme by encouraging families to participate in the programme in a range of ways that that includes small and large groups of children.
- Individual copies of the programme are available for families to take home as well as Floor books/Daily journals that display and share in children's learning. These displays describe the learning outcomes and links to the Numeracy and Literacy Indicators.
- Children have large blocks of time in choice of play to encourage autonomous learning which is underpinned by an understanding of extended periods of time required for deep engagement.

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- Additional staff are employed in term 1 to cater for the 'Same First Day' policy where all children need assistance to learn routines and standards of behaviour.
 - The daily routine provides predictability for children, whilst also allowing for flexibility within the program. It encourages children to take increasing responsibility for themselves whilst ensure that they feel safe, secure and supported.
 - Continual focus on recording, tracking and assessing of Numeracy Indicators (partnership focus) – use of the tracking and monitoring tool
 - Continual work on RRR dispositions as part of partnership priorities
 - NATIONAL QUALITY STANDARDS ASSESSMENT RATED AS EXCELLENT in 2015

Key improvements sought for Quality Area 1

Improvement Plan

Standard/element	Identified Issue	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 Approved Learning Fra	Educators are becoming familiar with the observing, recording and using record sheets for Numeracy Learning Processes	To consolidate knowledge and practise of using recording sheets for Learning Dispositions and Numeracy Learning Processes and use information to scaffold teaching for individual children	H	Continue to focus on the 2017 initiative and deliberately observe children's Numeracy Learning Processes	Staff expressing more confidence in knowledge of learning processes and programing reflects scaffold teaching of these	Through 2018 on onwards	Partnership meeting with early years in term 1 to discuss format of observations and when to record
1.3.2 Critical Reflection							
1.3.1	Develop ways to clearly and concisely share STEM learning with families and to clearly represent it in our documentation of learning	To show families the learning in the experiences that the children are engaged in	M	Ensure this is a focus on team meetings and documentation	Parent feedback and understanding of STEM learning	ongoing	Kerry attended STEM expo in week 4, shared learning with team, actioned visuals to clearly comm. Learning with families and for educators To purchase some resources to support – Kerry to provide names
1.1.1	Attendance improvement program for ½ session		H			Term 1	Music program begun in week 2 – weekly for all term 1. Weekly Library visits to borrow books from Moana School
1.3.1 1.2.1	Recording of children's learnings and learning stories via iPads Edit ILP process, template.		H			ASAP	New ILP template developed and the team plans goals together for all children in weekly meeting 2x new applications for learning stories put on iPad (Pic collage and pages – staff building confidence and familiarisation with applications) Quote sourced to connect



							IPADS to printer
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Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

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

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

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



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

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



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

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

- The Kindergarten has a Healthy Eating Policy where families are encouraged to provide healthy food for their children's lunch and fruit times during the day and Nude food is encouraged.
- The outdoor environment is organised to encourage active learning. Periods of rest and relaxation are integrated into the daily routine, with an emphasis on helping children to regulate their physical and emotional being. There is a designated quiet area/calm corner which children can access independently.
- Tables are cleaned regularly and disinfectant is used before eating times. Children are instructed in how to wash their hand effectively and supervision is provided as needed.
- -Literature from the Department of Health providing information on the prevention and control of notifiable and other infectious diseases in children and adults is referred to clarify levels of infection and inform parents of possible symptoms and action to take. Notices are posted to inform all parents. All staff have undertaken the required First Aid Training.
- At the time of enrolment parents are given advice regarding the centre's Healthy Eating Policy and children are continually supported to eat nutritious foods. The Centre has a vegetable garden where the children, plant, nurture and harvest the foods to consume at the Kindergarten or take home. We run a food exposure program to assist children with sensitive eating habits.
- The centre has outdoor space that can be used actively in all weather conditions and the outdoor space at the adjoining school is also used to encourage physical exercise. A Motor Stars program is run using the School gym and the Community Centre next door where planned activities assist children's gross motor skill development.
- The correct staff to child ratio is maintained and staff are rostered to supervise children using all physical space. The internal and external environments and equipment are regularly examined to check for possible hazards and children are encouraged to play safely. An independent safety audit was conducted late 2017 to ensure safety of outdoor play space.
- Children's individual health and medical needs are supported and catered for and there is clear labelling and signage and is clearly communicated to all staff and visitors/relievers to the site and continual communication with parents/families
- Invacuation and evacuation procedures are practised regularly with both groups (every three months) to ensure children and staff are aware of the correct procedures.
- All staff and volunteers have current safety screening clearance, completed the required Responding to Abuse and Neglect training and OHS induction. Discussions are held with all staff if a possible case of neglect or abuse is identified. Records of discussions are kept in addition to reporting in required.
- Term 1 lunch cover/relaxation and additional support needs supported by additional staffing.
- NATIONAL QUALITY STANDARDS ASSMENT RATED STANDARD 2.2 AS EXCEEDING AND 2.1 AND 2.3 AS MEETING in 2015



Key improvements sought for Quality Area 2

Improvement Plan

Standard/element	Identified Issue	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 Wellbeing and comfort	Children are becoming uncomfortably hot and irritable as the evaporative air conditioning unit is not able to cool the internal spaces effectively.	Cooler internal learning space for children to play and learn	H	Install an effective refrigerated air-conditioning unit	Air temperate is cooler and children are less lethargic and irritable, and more productive	2018	Hotline request to look at the system in wk 2, report recommended new system. Assets and facilities manager notified along with, ED. Awaiting quote for new system. We are recording internal temps with thermometer. Children provided with water cooler with cold water/ice when required
2.1.1	Site rest and sleep policy being developed AND Adapting current behaviour policy to reflect new philosophy statement	Ensure optimum wellbeing of children	H	Reflect on practice and policies and adapt as appropriate	Children feel happy and healthy at the site	Term 1	
2.1.2	New first Aid kits to increase easy of accessibility and transportability	Effective and efficient management of injury and illness	H	Purchase new kits appropriate to needs site	Ease of administering first aid	Term 1	New kits purchased and being used



Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

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

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

Standard/element	National Law (section) and National Regulations (regulation)	
3.2.3	section 168	Offence relating to required programs
3.2.3	regulation 73(2)(b)	Educational program is to contribute to the outcome that each child will be connected with and contribute to his or her world
3.1.1, 3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104	Fencing and security
3.2.1, 3.2.2	regulation 105	Furniture, materials and equipment
3.1.1, 3.1.2	regulation 106	Laundry and hygiene facilities
3.1.1	regulation 107	Space requirements—indoor
3.1.1	regulation 108	Space requirements—outdoor space
3.1.1, 3.1.2, 3.2.1	regulation 109	Toilet and hygiene facilities
3.1.1	regulation 110	Ventilation and natural light
3.1.1	regulation 111	Administrative space
3.1.1, 3.1.2	regulation 112	Nappy change facilities
3.1.1, 3.2.1, 3.2.2	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.1	regulation 115	Premises designed to facilitate supervision



Standard/element	National Law (section) and National Regulations (regulation)	
3.1.1, 3.1.2	regulation 116	Assessments of family day care residences and approved family day care venues
3.1.1	regulation 117	Glass (additional requirement for family day care
3.1.1, 3.1.2	regulation 274 NSW	Swimming pools
3.1.1, 3.1.2	regulation 345 Tasmania	Swimming pool prohibition

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths

- The main interior building space is a large single level L shaped area with carpet and vinyl floor coverings. These provide a warm environment for a range of floor activities and an easy clean, safe area for various creative wet activities.
- There are some adult sized chairs for staff and visitors but the majority of the furniture is sized to suit kindergarten children. The couch adds a sense of familiar comfort to children and families and the withdrawal room gives a quiet private space for small group or 1-1 interactions.
- There are bathroom facilities for children and a separate secure area for adults. A cleaning company cleans the premises daily with additional work done during school holidays. WHS checks are done each term.
- The outdoor environment is accessible for wheel chairs with a large paved verandah area which can be enclosed by plastic blinds to protect for the elements so it can be utilised all year around. The large flat grassed area for physical and passive activities is adjoining the verandah and creates a sense of continuity to both areas.
- Moana Kindergarten is surrounded by a number of large trees providing shade and creating a natural setting. There is a large sandpit with water course, a digging patch, butterfly native garden and vegetable garden. We have rainwater tank and there are a number of nesting boxes for native birds, a worm farm and 2 compost bins, 1 situated in the frog pond area to attract bugs and insects for frog food.
- We have a strong focus on recycling and sustainability embedded into our program and run a nude food program. We are connected with the school to participate in their paper recycling program. We also participate in Wipe Out Waste Program.
- The Kindergarten is an Aussie Sustainability site and a member of the Natural Resource Management Board and Butterfly Conservation Association.
- Kindy box construction based on donated/recycled materials from community
- We are gradually incorporating more natural resources into our environment to further encourage an appreciation of the natural environment, and to provide more open ended learning experiences e.g. natural loose parts.
- Money has been budgeted for 2018 to redesign verandah and indoor physical environment after staff reflection/review and plan
- NATIONAL QUALITY STANDARDS ASSESSMENT RATED AS EXCEEDING in 2015

Key improvements sought for Quality Area 3

Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.2 Upkeep	The evaporative air conditioning unit is not able to cool the internal spaces effectively. The external paint on the building is in need of replacing	To supply an effective refrigerated air-conditioning unit to effectively cool the centre and make it a safe work and learning space External building surfaces are protected	H	Purchase effective air-conditioning unit and have building painted	Effective air-conditioning unit is installed and building is painted	2018	Hotline request to look at the system in wk. 2, report recommended new system. Assets and facilities manager notified along with, ED. Awaiting quote for new system. We are recording internal temps with thermometer.
3.2.3	Use remaining money from Native planting grant after summer heat subsidies	Promoting value of nature and sustainability To sustain play in potion rocks (so children can collect and pick smelly leaves and herbs)	M	Wait for correct seasonal time to plan Get advice from chair of governing council (horticulturalist) as best native plants to purchase for area	Children's use in their play	Mid 2018	Waiting until after Summer
3.2.1	Heat under veranda area sees the space underutilised	Maximise use of this large area to create a flexible space but also double as the Kindy cafe	m	Make structural changes to roofing	Children's use of this area	2018	Quote sourced for shade cloth to be attached for underneath of pergola – to be discussed with gov. council Money has been put in budget to support
3.1.1, 3.1.2, 3.2.1	Indoor furniture upgrade/adaptation to support inquiry learning/project approach and better utilise space	Encourage sustained and play and for children to have ongoing projects and revisit/continue work for extended periods of time	m	Staff planning day – what we want, why, learning outcomes for children as a result, purchase as required	Transformation of indoor environment (the 3 rd teacher)	Mid 2018	Money has been put in budget to support



Quality Area 4: Staffing arrangements

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

Quality Area 4: Standards and elements

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

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

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

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulation 153	Register of family day care educators
4.1.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
4.1.1, 4.1.2, 4.2.1, 4.2.2	regulation 168(2)(i)	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.
4.2.1	regulation 169(2)(d)	Additional policies and procedures in relation to monitoring, support and supervision of family day care educators (family day care service)
4.2.1	regulation 169(2)(g)	Additional policies and procedures in relation to the provision of information, assistance and training to family day care educators (family day care service)
4.1.1	regulation 239	Centre-based service offering a preschool program in a composite class in a school
4.1.1	regulation 239A	Centre-based services in remote and very remote areas—attendance of early childhood teachers
4.1.1	regulation 240	Qualifications for educators (centre-based service)
4.1.1	regulation 241	Persons taken to hold an approved early childhood teaching qualification
4.1.1	regulation 242	Persons taken to be early childhood teachers
4.1.1	regulation 243	Persons taken to hold an approved diploma level education and care qualification
4.1.1	regulation 243A	Persons taken to hold an approved diploma level education and care qualification for regulation 128 in Queensland
4.1.1	regulation 244	Persons taken to hold an approved certificate III level education and care qualification
4.1.1	regulations 260-262 ACT	Children over preschool age – minimum number of educators and qualifications required

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

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths

- Moana Kindergarten has a fulltime Director, two .7 Teachers and two .6 Early Childhood Workers.
- One ECW also works as the Preschool Support Worker and the other is also the Finance Officer and OHS rep, giving a sense of continuity to the Site. As the Preschool Support Worker is also on site as an ECW, the children she specifically works with receive additional support throughout the day, and also all children receive the benefit of her expertise.
- When required, additional staffing is provided above funded support hours to maximise children's development and success in the Kindy environment
- Consistent teaching staff for over 15 years has strengthened partnerships with families and communities
- New Director as of 2018
- Staff team has a strong passion for Nature Play and communicate and support community members on the value and benefits of play.
- Each .7 Teacher works with one set group of children to improve relationships with families and children and enhance their learning. Rostering of both teachers and ECWs to work with the 2 groups of children ensures that all children and staff can benefit from the skills sets of all staff.
- Staff are rostered so that educator-to-child ratios are adhered to at all times and the learning spaces are always supervised.
- All staff have completed current required qualifications.
- Weekly staff meetings are held for all staff where reflective conversations are held to develop collaborative practise, challenge and support team members and plan for the emergent curriculum and individual learning plans.
- Students are encouraged to undertake practicums at site and mentored by teaching staff
- Professional Development opportunities are available for all the staff team to further develop skills and improve common practise and strengthen relationships. Staffs are encouraged to attend professional development and 4 closure days throughout the year support personal development in practice. Areas of interest for Professional Development are also discussed in PDP'S
- NATIONAL QUALITY STANDARDS ASSESSMENT RATED AS EXCEEDING IN 2015



Key improvements sought for Quality Area 4

Improvement plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.1.2 Continuity of Staff	The early childhood workers are contract staff and therefore at risk of being replaced when permanent ECW to retire in 2019/20, we do not want to lose our ECW staff as they are instrumental to the site	To maximise each child's wellbeing and learning potential by providing continuity with a very successful staff team	H	Renewing contracts for existing early childhood workers and supporting them to apply for possible future vacancies	Existing staff remain at Moana Kindergarten	2018 and onwards	Staff will be supported to apply for positions when required by Director
4.1.1 & 2	Inconsistency of teaching staff on Wednesday 1/2 session is confusing for children and families	Consistency of care on Wednesday sessions	H	Neogotiate with teaching staff to do alternate full days per fortnight	Relationships with children and families	Term 1 2018	Roster has been changed for term 1 and ongoing so that teachers work full day Wednesday to provide consistency for children
4.1.2	New Director appointed as of 2018	Consistent and effective leadership for site	H	Support from ECL, ED and other leaders in the partnership, support via the leader advisor program, support from staff team, appropriate leadership Professional development. Engagement with governing council and community.	Feedback from line managers, staff and families Culture of the site	ongoing	



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Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

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

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

Standard/element	National Law (section) and National Regulations (regulation)	
5.1.2, 5.2.2	section 166	Offence to use inappropriate discipline
5.1.1, 5.2.1, 5.2.2	regulation 73	Educational program
5.2.1, 5.2.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 155	Interactions with children
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 156	Relationships in groups
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 168(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths

- Planned and incidental small group interactions, as well as one to one interactions are part of the teaching program that enhance positive, trusting relationships with staff and peers in a more personal environment.
- Staffs engage with children in life affirming activities such as cooking and gardening to strengthen attachments and increase knowledge of individuals, connection to home life and a sense of their wellbeing.
- The Kindergarten uses the RRR curriculum and staff's responses to children's experiences and emotions are warm, supportive and consistent, thus creating a sense of security.
- The staff team hold weekly discussions regarding individual children's wellbeing, engagement and development and this is recorded in meeting notes, in Individual Learning Plans and individual learning portfolios maintained for each child.
- Intentional teaching, role plays, modelling and positive reinforcement are strategies used to support children to regulate and manage their own behaviour and respond appropriately to others.
- For each group we try to maximise consistency for the children – a primary teacher and ECW for each group to support relationship development
- Dialogue with children is highly valued and their voices are recorded and represented in the Floor books and they contribute to the development of this document (their words, drawings, cut out and select pictures and photographs).
- Staff adhere to the Kindergarten's Behaviour Management Policy that states 'Consequences for inappropriate behaviour must reflect the dignity and rights of the child'.
- Assistance with toileting or changing clothes is done in a sensitive manner which encourages children's independence and protects their privacy.
- Site collects information on the child through a questionnaire prior to their commencement and this information is used to support the child to settling into the Kindy
- Transition program in term 4 of the year prior to start of Kindy to support successful transition and develop relationships with children
- NATIONAL QUALITY STANDARDS ASSESSMENT RATED AS EXCEEDING in 2015

positive relationships are at the core of everything we do

Key improvements sought for Quality Area 5

Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.2 Self-regulation	Some individual children are developing resilience and need support with their emotions and behaviour	A calm, happy and productive learning environment where all children have the opportunities to reach their learning potential through becoming more resilient and persistent with their behaviour and learning tasks.	H	Providing a calming, sensory space Explicitly programing time and space for children to learn relaxation techniques, empowering children to select appropriate responses and places to go to self- regulate	Children respond positively to the explicit teaching of relaxation practice, restorative practice and natural spacious environment and conflicts are reduced Children demonstrate improvement as recorded by the Learning Disposition data records	Through 2018 and beyond	

<p>5.1.2 5.2.2</p>	<p>Funding support for additional needs – can be slow process</p>	<p>Appropriate levels of support for children with additional needs/special rights</p>	<p>H</p>	<p>Site can supplement support requirements with funding from site budget as required Utilise early entry and transition visits to communicate with families and get referrals for support in an soon as possible</p>	<p>maximise engagement and involvement in the program Every child feels capable and confident and their interests and strengths can be supported</p>	<p>ongoing</p>	<p>Ongoing strong relationship with speech pathologist Developed a relationship with new special educator for site Develop IPLs and ensure programs and experiences reflect these Split group/small group opportunities Have employed support worker (one of our ECW) for additional hours in term1 to support children's needs</p>

Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

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

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

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

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

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths

- Families visiting the site for the first time are welcomed and given a tour of the Kindergarten with a staff member describing and explaining the Kindergarten format and answering parent's questions.
- Every enrolling parent is given the opportunity to discuss their child with a staff member during the enrolment and orientation process. The Director and other staff members are always available to address any concerns a parent may have.
- Parents are invited to the Annual General Meeting and to all Governing Council Meetings where they can voice their ideas and opinions, and become part of the decision making process. They are also welcome to discuss ideas with individual governing council members; Sub Committees are welcome to hold meetings on site. The fund raising Committee has been very active for the last 2 years. Under guidance, the Governing Council set up a Parents of Moana Kindergarten Face Book page which is actively used by parents and run by parents.
- Each year a Parental Workshop is held
- A formal parent teacher interview is organised to discuss a child's Individual Learning Plan and collaborate on in term 1 and parents are regularly informed of their child's development incidentally as required. Summative reports are presented to parents in term 4.
- The Program is displayed and individual copies are available for families to take home, a newsletter is given to families regularly and other relevant information, such as community services, is either displayed or placed in children's communication pockets.
- Each term there is a activity planned to formally invite families into the Centre such as, a community garden planting program, a Very Important Visitor Day, Obstacle-a-thon, etc.
- Parents, in general and individually are invited to attend 'Special Interest' days and participate in the kindergarten day to day program.
- Summative reports are presented to the schools that children attend and the director will personally visit or call the school to discuss a child if there are concerns regarding their wellbeing or development.
- If staff believes a child may need further support, the Disability Co-ordinator and other professional support agencies will attend the site to assess and support the child, family and staff.
- When on a school Transition program, the director visits each child and discusses each individual's strengths and areas for development with their new school.
- We have a Motor Stars program where smaller groups of children regularly visit the adjoining primary school's gym, playground and oval, as well as the Community centre next door. We use the community tennis court for bike riding, and walk to the local Moana Surf Lifesaving Club for water safety instruction, as well as excursions to the local beach. Excursions to the Road Safety Centre are organised annually as well as visits from the Police Community Officer.
- -The Kindergarten organises Child Youth Health nurses to conduct health screenings at the neighbouring Community Centre for the Kindergarten children. A Senior citizen collects recycled materials for children's collage making from a local Senior Citizen Home and regularly delivers them to the Kindergarten. Children from the adjoining school collect the Kindergarten's recyclable papers. Vocational Education students from the local Seaford Secondary College organise and run activities at the Kindergarten annually.
- Strong relationship with Moana school community and staff (utilise sites resources e.g. Library, school hall, playground), participate in joint events (wipe out waste performance, emergency services expo, joint training opportunities, book week parade) and we have a fortnightly buddy class with room 13.
- The site handyperson/gardener and cleaner are both members of our child and parent community

Key improvements sought for Quality Area 6

Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.1 Engagement with the service	Orientation meetings for new parents were held immediately after round 2 offer in September but were poorly attended	To inform parents of the purpose and goals of Early Childhood Education and centre practise by improving the number of parents attending orientation meetings	H	Hold meetings at Pre-entry sessions in term 4, or at the beginning of their child's current kindergarten year.	The majority of parents attend orientation meetings	2018/2019	Further orientation information was provided at AGM but only 12 people attended Parent teacher interviews moved to end of term 1 instead of term 2 so that teachers can formally touch base with families earlier in the year
6.2.3	Increase attendance at AGM		M	In 2019 plan is to tie in a parent networking event with AGM	Number of families who attend will reflect this (12 in 2018)	2019	Will speak with governing council to get their ideas/input
6.1.1 6.1.3	Website and logo to be updated to better represent and communicate with families and community	More current information about our program and enrolment information and better representation of philosophy	H	Utilise a IT website company to help with the development Create an easier format to edit to keep up tp date	Engagement/visits to site Minimise phone enquiries that could have been answered by accessing website information, which then frees staff to engage with children	Mid 2019	Deposit paid for website update (leading digital) Spoken with governing council about their ideas for logo Begun process of requesting change of domain hosting Photographs of physical site have been taken to put on website Quote for development of new logo provided to director



Quality Area 7: Governance and Leadership

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

Quality Area 7: Standards and elements

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

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

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

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

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

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

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

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

Quality Improvement Plan for Quality Area 7

Summary of Strengths

Strengths

- There is a Governing Council of 9 members who are actively involved in the running of the centre and offering support to staff. We are aware of their areas of strength and interest and encourage their input into the program and decision making within the centre.
- In 2018 Governing council meeting times have been moved from daytimes to after hours (6pm meetings) to better accommodate for working families so that they have more opportunities to attend meetings. The times and dates are chosen by the council to work around their schedules
- Updated statement of Philosophy was redeveloped late 2017 to better represent our community values
- Site strategic plan has been developed in partnership with staff and shared with community at the AGM
- At the AGM a presentation was provided on plans for the year ahead and strategic priorities and new philosophy was presented
- The induction handbook is updated regularly, displayed and given to new staff and students.
- Both of the .7 teachers have worked for over 10 years at the site and other contract staff have been involved at the site for between 3-15 year
- Two members of Governing Council are returning members from 2017.
- The site review process timelines supports the continual and reflective process of self-assessment and quality improvement
- The Director as educational leader supports the staff team to continually reflect on pedagogy and practice
- A staff member has taken on the role as OHS representative to support the effective management of this area
- All staff are qualified and a team approach is taken to addressing the curriculum needs through the EYLF, RRR, Numeracy and Literacy Indicators and meeting the Department's strategic directions.
- The Director meets with leadership team at local school to support development of mutual programs, consistency of pedagogy and involvement in joint experiences and events
- The Director is actively involved in the River Hub partnership of Kindergartens and schools and supports partnership priorities at a site level
- The RRR curricula and PDPs are actively used to reflect on our practice to ensure we continue to aim for the highest standard that reflects our philosophy and departmental strategic directions.
- Professional Development Programs for staff reflect individual and the site goals of the QIP and is budgeted for annually.
- The centre's Quality Improvement Plan, Policies and Parent Grievance procedures are available on the Parent Information table.
- The Moana Kindergarten website and parent information area displays the Centre's QIP, Annual Report and Current Policies.
- NATIONAL QUALITY STANDARDS ASSESSMENT RATED AS MEETING

Key improvements sought for Quality Area 7

Improvement plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.2, 7.1.3 7.2.2	New Director began in 2018 – she is learning the new systems and roles and responsibilities	Consistent and effective leadership of site once settling in period has occurred, whilst building strong partnerships with children, families, governing council, staff team and local community		Support from ECL, ED and other leaders in the partnership, support via the leader advisor program, support from staff team, appropriate leadership Professional development. Engagement with governing council and community.	Strong site culture, feedback from families and governing council, feedback from line managers	ongoing	