

## Quality Area 1 Educational Program and Practice

Strength Element/Standard	How we do this well
1.1.1. 1.1.2. 1.1.6. 1.2.3.	Records are kept on individual children to follow progress of children's learning against the 5 EYLF learning outcomes. These records are updated weekly and inform the curriculum decisions made by educators for future programming cycles. Record of children's progress as groups is also kept; especially when children are grouped for special intervention programs, such as Oral language Groups, Social Skills or when specific programs are being run as part of DECD requirement (child protection curriculum). Children also have choice over the experiences they access and are free to request activities that meet their needs at the time.
1.1.3. 1.1.5. 1.1.6. 1.2.2.	The program and routines are established around the needs of the children. The sessions have been extended with fewer interruptions to allow for continuous engagement in the program and experiences on offer. This aids children who are slow to warm and settle to also be included and engaged in the program with extended time allowed for this process of adaption to happen. Extended session times allows for children to direct their learning and extend on experiences offered by educators.
1.1.4.	The weekly program and reflections book is on display at the sign in area for parents to read and browse and engage with at their leisure. The children's individual profiles are also available at the same area for families to access and we encourage children to share their learning and successes with their families by sharing their portfolios and weekly photos/reflections in the program book.

### Improvement Areas

Element	Identified Issue	What outcome/goal do we seek?	Priority (L/M/H)	Steps to achieve outcome	Success measure	By when?	Who is responsible	Progress Notes:
1.2.3.	Respect, Reflect, Relate (RRR) not being used regularly as a reflection tool.  <i>(linked with PA/Q Partnership Plan - pedagogical practices)</i>	RRR being used each term to reflect on specific concerns within the learning environment to Improve learning outcomes for children.	H	<ul style="list-style-type: none"> <li>Team professional learning and practice of using RRR to reflect on identified issues or concerns.</li> </ul>	Each term in week 3 an issue will be identified for reflection using RRR. Data collected from RRR tools will be used to make changes to improve the learning outcomes for children.	Term 2014 will be the first term this will be achieved.	Nicole Rob Sonya Staff Team	Nicole met with Ian (ED) for initial professional learning on how RRR can be used for reflection within Quorn Kindergarten.
1.1.1. 1.1.2. 1.1.3. 1.1.4. 1.2.2.	Children's Learning in Occasional Care not being recorded.	Effective measure for recording children's learning in Occasional Care.	H	<ul style="list-style-type: none"> <li>Network with Willsden Occasional Care.</li> <li>Survey parents—what they want to see.</li> </ul>	Successful and effective record of children's learning that is available to families.	Term 3, 2016	Nicole Nancy	

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### Improvement Areas

Element	Identified Issue	What outcome/goal do we seek?	Priority (L/M/H)	Steps to achieve outcome	Success measure	By when?	Who is responsible	Progress Notes:
1.2.1. 1.2.3.	<p>Educators do not hold strength in recording children's numeracy and literacy skill development.</p> <p><i>(linked with PA/Q Partnership Plan - leading learning improvement / intervention processes)</i></p>	Educators to be more confident in pin-pointing children's numeracy and literacy skill development to be able to record their learning and plan from the 'data'.	H	<ul style="list-style-type: none"> <li>• Director to become familiar with the DECD Literacy and Numeracy Indicators.</li> <li>• Director to run familiarisation sessions with Educators and Indicators.</li> <li>• Utilise expertise from Shane Loader, Sonya Gee-Davis and Liette Schoemaker</li> </ul>	<ul style="list-style-type: none"> <li>• A display of <i>'Numeracy and Literacy skills in preschool'</i> developed to share with the families/community.</li> <li>• Acquisition of numeracy and literacy skills are better recorded in children's portfolios and statements of learning.</li> </ul>	End of Term 3, ready for Term 4.	Nicole  Staff Team	

## Quality Area 2 Children's Health and Safety

Strength Element/Standard	How we do this well
2.1.1. 2.1.2.	Information on the Child's health needs are collected on enrolment and shared with all educators. Serious medical needs (asthma, etc) are posted on a health needs board in the closed kitchen area for quick reference in an emergency. The kindy day allows for periods of rest to allow for children to slow down if they need or children can have quiet time when they choose if they feel the need.
2.1.3. 2.1.4.	Personal hygiene is encouraged and practice within the centre with hand washing before and after eating, as well as after playing outside. We also educate children on the importance of wiping properly after toileting and flushing after use. The children are also included in the cleaning of eating areas if they show interest. We discuss personal hygiene weekly and discuss the importance of keeping our bodies healthy (coughing, sneezing etc). These steps help control infectious diseases. Information is also shared with families.
2.1.4. 2.3.2.	Risk Assessments are conducted as required and Daily, Quarterly and Annual WHS audits are also conducted as needed; with all identified issues acted on immediately. Concerns are also discussed and minutes at team meetings.
2.2.2.	Physical activity is planned for daily and opportunity for spontaneous requests are also followed upon the child's request. Community opportunities for physical activity is shared with parents also (netball, skating, etc).
2.3.1.	Ratios are adhered to at all times. Quorn Kindy have additional educators employed to reduce the ratio further to decrease the chance for injury and to improve learning outcomes and increase opportunity to scaffold spontaneous happenings.
2.3.3.	All policies and procedures for Quorn Kindy are reviewed by the Governing Council, Educators and Families of the service. Policies and procedures also adhere to DECD/ACECQA requirements. Emergency procedures are practiced regularly.
2.3.4.	All educators (including relief staff) are trained in Child Safe Environments (formerly mandated reporting). Regular visitors to the service (including students on placement) are also trained in Child Safe Environments, as are cleaning/maintenance staff that do not have direct contact with children. This training is reviewed every two years.

### Improvement Areas

Element	Identified Issue	What outcome/ goal do we seek?	Priority (L/M/H)	Steps to achieve outcome	Success measure	By when?	Whose respon- sible	Progress Notes:
2.2.1.	Healthy lifestyles information is not communicated with families	Healthy lifestyle information sent home to families.	Low	<ul style="list-style-type: none"> <li>Information included in experiences/ sessions with children to be sent home with children on the day.</li> </ul>	Parents more aware of the healthy lifestyle choices we encourage within our centre.	MARCH 2014	Staff Team	
2.3.3.	Emergency Plans have not been updated since the redevelopments to the learning environment.	Emergency Plans are accurate and reflect changes made to building and assembly areas.	H	<ul style="list-style-type: none"> <li>Collect new site/ building plans to inform new Emergency Plans and Procedures.</li> <li>Establish appropriate procedures with staff.</li> </ul>	Emergency Plans, Processes and signage are in place; copies in policy folder, induction/ staff handbooks and on display in every room.	JULY 2016	Nicole Staff Team	

## Quality Area 2 Children's Health and Safety

### Improvement Areas

Element	Identified Issue	What outcome/ goal do we seek?	Priority (L/M/H)	Steps to achieve outcome	Success measure	By when?	Whose respon- sible	Progress Notes:
2.3.2.	Playground has not been inspected since installation (pre 2012).	Engage playground inspector to carry out inspection of equipment to ensure it is in safe condition.	M	<ul style="list-style-type: none"><li>Contact qualified playground inspector to inspect equipment (check with other ECE sites to share costs).</li></ul>	Inspector is contracted to carry out inspections and equipment is given the all clear "safe condition".	September 2015	Nicole	Contact has been made with company. Photos to be sent to obtain quote. (5/8/15)

## Quality Area 3 Physical Environment

Strength Element/Standard	How we do this well
3.1.1. 3.1.2.	The building has recently been redeveloped to bring the environment to meet WHS standards and NQS, with purpose built areas and kitchen/toileting facilities. Furniture and equipment are in excellent condition and have been acquired for their specific purpose and used accordingly. Risk Assessments are also conducted on new furniture and equipment to ensure they meet standard and the centre's needs. WHS audits are also conducted as required and cleaned when necessary.
3.2.2.	Resources and materials are plenty in number. Specific resources are selected by educators to enhance the weekly program and children are free to choose which ones they access. Resources are made available at all times for children to access without restriction-this generally includes construction materials and other bits n pieces.
3.3.2.	Educators discuss recycling and other environmental concepts with the children during group times and when an opportunity arises in spontaneous moments.

## Improvement Areas

Element	Identified Issue	What outcome/goal do we seek?	Priority (L/M/H)	Steps to achieve outcome	Success measure	By when?	Whose responsible	Progress Notes:
3.3.1.	Information on sustainable practices aren't shared or communicated with families and community.	Sustainability strategy/ Policy developed and Published.	Low	<ul style="list-style-type: none"> <li>Consult with families and Governing Council</li> <li>Draft sustainability policy with staff, governing council and families.</li> </ul>	Sustainability policy and strategy established and communicated with the wider community.	JUNE 2015	Staff Team GCs Families.	By When, changed from 2014 to 2015 due to lack of support.
3.1.2.	Fixtures in outdoor learning environment are not in suitable condition and block appropriate supervision.	Fixtures to be removed and replaced with new designs that allow for appropriate supervision at all times.	Medium	<ul style="list-style-type: none"> <li>Allocate amount from budget for replacements</li> <li>Seek input from children, GC, Families and Educators.</li> </ul>	Newly designed fixtures have replaced existing. Fixtures allow for supervision from all areas of the yard.	September 2015	Children G.C. Families Staff Team	Simon Hutchison has been contracted to re-design our backyard and re-engage children. June 2016
3.2.1. 3.3.2.	Outdoor learning environments are not appealing to children and need to re-engage them.	Outdoor areas to be appealing and engage children through their senses.	Medium	<ul style="list-style-type: none"> <li>Draft a design for the outdoor areas</li> <li>Seek feedback from stakeholders</li> <li>Seek grant funding to achieve</li> </ul>	Outdoor areas are appealing and engage children through their 5 senses. The areas also teach about sustainability and respect for the environment.	September 2015	Children G.C. Families Staff Team	Grant application submitted to Junior Landcare for sensory garden (March 2015)
3.1.3.	Learning environments not being used to full potential after moving back in following redevelopments.  <i>(linked with PA/Q Partnership Plan - pedagogical practices)</i>	Learning areas are engaging all children. Better connection between indoor and outdoor environments.	Low	<ul style="list-style-type: none"> <li>Use RRR Environment Scale to review and reflect on children's current engagement in the environment.</li> <li>Adjust various environmental factors highlighted in RRR review.</li> </ul>	Children are engaged in the learning environment in a positive and constructive manner.	October 2015	Nicole Staff Team Families	

## Quality Area 4 Staffing Arrangements

Strength Element/Standard	How we do this well
4.1.1. 4.2.2.	Ratios are adhered to at all times. Quorn Kindy employs additional educators to reduce the ratio. All educators employed (excluding relief educators) hold relevant qualifications and certificates. Most educators currently hold a diploma in Children's services or are currently studying the Diploma (above minimum requirements). All educators attend personal development opportunities above the minimum requirements and is shared at team meetings.
4.2.2. 4.2.3.	Educators attend regular team meetings where current issues are discussed, policies and procedures are reviewed and personal development is shared. Issues and ideas are discussed openly and all educators share their views and opinions. Decisions are made that reflect the team views and are then endorsed by the Governing Council.
4.2.3.	Educators communicate with respect toward one another and role model effective communication for the children and families that attend our service. Disagreements are discussed in private or at team meetings and these disagreements are talked about with respect for individual's feelings and thoughts. Educators acknowledge individual's strengths/weaknesses and support each other with these and share their learning.

## Improvement Areas

Element	Identified Issue	What outcome/ goal do we seek?	Priority (L/M/H)	Steps to achieve outcome	Success measure	By when?	Whose respon- sible	Progress Notes:
4.2.1.	Educator handbook has not been updated for over 5 years.	Educator Handbook updated with relevant information and documents	Medium	<ul style="list-style-type: none"> <li>• Check DECD/NQS for requirements</li> <li>• Collect information to include in handbook</li> </ul>	Educator handbook updated and staff aware of how and where to access.	JULY 2014	Nicole	
4.2.1.	Professional Standards are not used in performance review of teacher/director. Peer input is also missing from the review process.  <i>(linked with PA/Q Partnership Plan - leading learning improvement)</i>	Performance Development process includes professional standards and feedback from peers.	Medium	<ul style="list-style-type: none"> <li>• Incorporate AITSL professional standards into the template for teacher/director reviews.</li> <li>• Develop template to seek feedback from peers on site. Engage 3rd party to collect information (ECL).</li> </ul>	New procedure is developed and documented. Peer feedback and professional standards forms basis for performance improvement plan.	September 2015	Nicole Sonya	ECL was engaged to collect feedback from staff as part of performance review—2015

## Quality Area 5 Relationships with Children

Strength Element/Standard	How we do this well
5.1.1. 5.1.2. 5.1.3.	Interactions with children are warm, considerate and responsive to their needs/requests. Educators listen to the children and respond to their needs and communication (verbal, non-verbal and body language). Educators know the children on a deeper level and can 'feel' the child's mood and respond accordingly. Children seek out educators at the start and end of each day to say hello or goodbye.
5.2.1.	Children are encouraged to work in groups and pairs when doing activities, especially open ended experiences that help children acquire new skills. Educators encourage children to try new skills and watch their peers/educators work to see how the task/skill is attempted. We also encourage children to share their learning and creations with the group so that others may see how each child engaged with the experience(s) on offer.
5.2.2.	When children are challenged with a situation that causes them to react emotionally, Educators encourage the child to discuss how they are feeling and how they are reacting. Educators challenge when children react to a situation in an inappropriate way and discuss different ways to react. Through this process Educators give children the vocabulary to express how they are feeling and to respond appropriately. When children are struggling, Educators role model for children and become their advocate and teach the children step-by-step how to resolve conflict.
5.2.3.	Educators follow the "Treat others as you wish to be treated" philosophy, even with children. We address sensitive issues (toileting, behaviour, etc) with discretion and adopt the U.N. Rights of the Child during these sensitive issues. Any records detailing children and their families are kept confidential and only prescribed persons may access these files.

## Improvement Areas

Element	Identified Issue	What outcome/goal do we seek?	Priority (L/M/H)	Steps to achieve outcome	Success measure	By when?	Whose responsible	Progress Notes:
5.1.3.	Children's lives outside of kindergarten are not reflected within the learning environment.	Children and families can see their lives outside of Kindergarten reflected within the centre.	M	<ul style="list-style-type: none"> <li>• Encourage children to bring in photos of their families, pets, etc to display within the centre.</li> <li>• Invite families to visit the centre and share their stories (farmers, chemists, home language, culture, etc)</li> <li>• Arrange excursions within the community (farms, library, etc)</li> </ul>	Children engage with the displays of their families and seek involvement from their families, peers and educators. Photos of excursions are displayed and learning is documented in their portfolios.	December 2015	Nicole Families Staff Team Community Groups	

## Quality Area 6 Collaborative Partnerships with Families and Communities

Strength Element/Standard	How we do this well
6.1.2.	Families are encouraged to be on the kindy Governing Council to be a part of the official decision making process. When large projects and changes are scheduled to happen, the Governing Council and Educators ask for feedback from parents and ideas—especially when redeveloping the kindergarten for example or changing policies and procedures. Families also complete an annual survey and results are used to update the Q.I.P.
6.1.3.	Current handbooks are available to families through the service and will be a part of the ‘new residents’ package for people moving to Quorn. These handbooks are given to parents annually, even if their child has attended previously or siblings have prior. Newsletters are sent out to families with changes to information or keeping them informed with events and happenings in the service. Parents information boards are updated regularly to offer current information and future events, etc.
6.2.2.	Brochures, pamphlets and posters are on display and available for families at the Parent Information Board. Notes on up-coming meetings, etc are distributed to families through child’s draws also.
6.3.1. 6.3.3.	Quorn Kindy has strong connections with the local community and its services. Excursions to these services are planned regularly, as well as services coming to visit the kindy. Kindy also has strong relationships with support services for young children and concerns are discussed with families as soon as possible and all avenues for support are researched and engaged where applicable.
6.3.2.	Regular communication between Occasional Care/Kindy/QAS happens to ensure information is shared with all stakeholders to ensure continuity of learning and best outcomes for children. The transition policy between Kindy and QAS has been review in late 2013 to ensure the policy reflects what is currently happening and to clarify responsibilities of each stakeholder involved.

### Improvement Areas

Element	Identified Issue	What outcome/goal do we seek?	Priority (L/M/H)	Steps to achieve outcome	Success measure	By when?	Whose responsible	Progress Notes:
6.1.1.	Enrolment process is not documented	Enrolment process developed into a policy.	Low	<ul style="list-style-type: none"> <li>Seek examples from other services</li> <li>Develop enrolment policy</li> </ul>	Enrolment process is published as a policy.	AUG 2014	Nicole EY Cluster Governing Council	
6.3.4.	Insufficient community visits and excursions in program	2x term visits or excursions included in program,	Medium	<ul style="list-style-type: none"> <li>Meet with local groups/individuals and organised visits/ excursions</li> </ul>	2x visits/excursions per term	Ongoing	Staff Team QAS Governing Council	
6.3.2.	Continuity of learning is not supported with current transition to school practices.	A new Transition to School process is developed to ensure continuity of learning.	Medium	<ul style="list-style-type: none"> <li>Meet with Leadership at QAS and discuss changes</li> <li>Seek feedback from both G.C.s</li> </ul>	Transition to School process allows for continuity of learning and opportunities for sharing of information.	September 2015	QAS/QK Leadership  QAS/QK G.C.s	Initial meeting in February 2014.



## Quality Area 6 Collaborative Partnerships with Families and Communities

### Improvement Areas

Element	Identified Issue	What outcome/ goal do we seek?	Priority (L/M/H)	Steps to achieve outcome	Success measure	By when?	Whose responsible	Progress Notes:
6.1.3.	<p>Current information is not available to families on our development of Literacy and Numeracy skills.</p> <p><i>(linked with PA/Q Partnership Plan - leading learning improvement &amp; Intervention Processes)</i></p>	Families are knowledgeable on the ways Educators develop and support acquisition of numeracy and literacy skills in their children and become empowered to scaffold/ extend these skills at home.	High	<ul style="list-style-type: none"> <li>Monitoring acquisition of numeracy/literacy skills and how these are developed in a play based learning environment.</li> <li>Share experiences that extend skills at home.</li> <li>Display a 'mind map' of numeracy/literacy skills in play.</li> <li>Advertise/Promote the DECD 'Great Start' website.</li> </ul>	<p>Families are extending numeracy/literacy skills at home.</p> <p>Educators are confident in discussing learning with families.</p> <p>Visual mapping of skill acquisition.</p>	December 2015	Nicole Staff Team	
	Families and Community not aware of the programs on offer at Quorn Kindergarten	Families and the Community are informed through a monthly program that is published in the local newspaper and on the sites' Facebook page.	Medium	<ul style="list-style-type: none"> <li>Design program and insert for the local newspaper</li> <li>Organise Governing Council Member to write the article each month</li> </ul>	<p>Families and the community will be able to extend learning at home.</p> <p>Increased involvement from families in the program.</p>	June 2016	Nicole Governing Council Staff Team	

## Quality Area 7 Leadership and Service Management

Strength Element/Standard	How we do this well
7.1.1. 7.1.3. 7.1.4. 7.1.5.	A Governing Council is established to support the leadership team to make decisions about the management, curriculum direction and quality improvement of Quorn Kindy. GC are involved in employing the Director and ECWs - to ensure continuity of care, that all employees are fit and proper persons and hold relevant and desired qualifications and experience. GC meets once per month to discuss regular agenda items and issues identified as needing attention.
7.2.1. 7.2.3.	Quorn Kindy's 'Philosophy Statement' has been reviewed again in May 2016 to reflect current practices and the Early Years Learning Framework. Quorn Kindy's Quality Improvement Process was established in 2012 (changed from DIAF to NQS). The QIP is reviewed when a goal has been met or a 'due date' has been reached. Quorn Kindy was rated in 2013 and received 'EXCEEDING' in 5 areas.
7.3.1. 7.3.4. 7.3.3.	All confidential records are stored in a locked cabinet in the office area. Quorn Kindy has a process in place to notify EECSBSA of any changes or incidents on site. A policy is in place to handle all complaints and grievances. Parents are given a copy of the policy upon enrolment.

### Improvement Areas

Element	Identified Issue	What outcome/ goal do we seek?	Priority (L/M/H)	Steps to achieve outcome	Success measure	By when?	Whose respon- sible	Progress Notes:
7.1.1.	Communication and continuity between kindergarten and school is lacking.	Mutual understanding of education between each education service and development of a 'Standard' for education for children in the Quorn Community.	High	<ul style="list-style-type: none"> <li>Send QIP to Q.A.S.</li> <li>Meeting in Term 3 2015 with ED and Principal to discuss 'Standard'</li> <li>Take recommendations to G.C.</li> </ul>	'Standard' of Education established for Quorn Community. Regular meetings with Principal to discuss mutual topics and issues.	December 2015	Nicole Roy - QAS  QAS/QK G.C.s	By When, extended to 2015 as Director went on Maternity Leave.
7.1.2.	Materials for relief workers is not available in case of emergency or change of staffing	Induction/Relief folder developed to ensure continuity of service provision during change of staff.	High	<ul style="list-style-type: none"> <li>Seeks examples from services</li> <li>Draft induction folder contents</li> </ul>	Induction process documented and accompanied with appropriate resources.	December 2015	Nicole Staff Team G.C.	Meeting established with ED
7.3.5.	Policies have not been regularly reviewed and do not have links to NQS.	Policy review schedule established and all policies to have links to NQS.	High	<ul style="list-style-type: none"> <li>Clarify required policies with DECD/ NQA and their links to NQS</li> <li>Draft schedule of review for policies and take to G.C.</li> </ul>	All policies required under NQA/DECD are contained in policy folder, with links to NQS on each policy and a regular schedule of review is followed.	December 2015	Nicole  Governing Council  Staff Team	