

Balharrie Memorial Children's Centre



Lucindale

Play, learn, grow, have fun

Balharrie Memorial Children's Centre
(Kindergarten and Rural Care)

Quality Improvement Plan

April 2016

Service details

Service name	Service approval number
Balharry Memorial Children's Centre	SE-00010152
Primary contact at service	
Kara Lang	
Physical location of service	Physical location contact details
Street: 8-10 Centenary Avenue Suburb: Lucindale State/territory: SA Postcode: 5272	Telephone: Kindergarten 0887662139 Rural Care 0887662222 Mobile: N/A Fax: 0887662108 Email: dl.6502.leaders@schools.sa.edu.au
Approved Provider Department of Education and Child Development	Nominated Supervisor
Primary contact: Trish Strachan Telephone: 0882263463 Mobile: N/A Fax: 0882260159 Email: Trish.strachan2@sa.gov.au	Name: Kara Lang – CS-00053313 Telephone: 08 87662139 Mobile: 0408839948 Fax: 08 87662108 Email: kara.lang891@schools.sa.edu.au
Postal address (if different to physical location of service)	
Street: PO Box 101 Suburb: Lucindale State/territory: SA Postcode: 5272	

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. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. 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.

For family day care services or multi-site services, please provide the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	Rural Care 08:00	Rural Care 08:00 Kindergarten 08:45	Rural Care 08:00 Kindergarten 08:45 (fortnightly)	Rural Care 08:00 Kindergarten 08:45	Rural Care 08.00		
Closing time	Rural Care 18:00	Rural Care 18:00 Kindergarten 15:15	Rural Care 18:00 Kindergarten 15:15 (Fortnightly)	Rural Care 18:00 Kindergarten 15:15	Rural Care 18:00		

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.

Kindergarten – open during SA school terms

Rural care – operates 50 weeks of the year. Closed for Christmas/New year for two weeks.

How are the children grouped at your service?

Kindergarten – Eligible children attend full days under the Universal Access scheme. This equates to five full days, of 6.5 hours per day, each fortnight. Pre-entry offered in Term 4, children attend for one morning a week of 3 hours.

Same Start initiative for new enrolments to preschool- Children turning 4 prior to 30/4 start at the beginning of the year. Children turning 4 after 30/4 start eligible preschool the following year.

Rural Care – Caters for children attending long day care. Ratios are 1 educator for 4 children under 5 and up to 7 children altogether. Before and after school care is offered.

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

Kara Lang - Director

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

No. of educators:

Service statement of philosophy

Please insert your service's statement of philosophy here.

*NQS Link: the Centre Philosophy links to all Quality Areas of the National Standard for Early Childhood Education and Care and School Age Care
7.2.1- A statement of philosophy is developed and guides all aspects of the service's operations.*

Vision Statement

"We will work as a team with families and the wider community to provide a welcoming, safe and stimulating environment and a quality learning curriculum in which every child and family is respected and valued."

Values: Professionalism, Sustainability, Respect, Honesty and Integrity

We believe:

Children learn best through play

- Play is an essential aspect of learning for young children and planning for play is central to the development of a curriculum that integrates all areas of a child's development.
- **Play-based learning:** A context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations. (EYLF – page 46)
- We provide a quality learning curriculum based on the Early Years Learning Framework and Our Time Our Place to support and encourage children to develop dispositions for lifelong learning.
- Learning dispositions include – Curiosity, confidence, communication, resourcefulness, cooperative, purposeful, enthusiasm, imagination, creativity, playfulness, commitment and persistence.

Each child is important and has individual needs and rights.

- We focus on the development of each individual child, encouraging the growth of skills and feelings of independence, interdependence and competence
- We provide a happy, safe and secure environment that will support children to develop into knowledgeable and confident learners

Warm, caring relationships with others are essential for children's development and wellbeing

- Children learn to relate to others with care, empathy and respect

That families are the child's first educator

- When working together we can help each child develop to their full potential

Everyone is a lifelong learner

- As educators, we are committed to extending our knowledge of early childhood education through professional learning opportunities

In a sustainable future

- We have an ongoing commitment to the children, families, centre, community and the environment. We provide natural play spaces and experiences for children to build understandings of their place and responsibility for their environment.

Our centre is a rich and creative environment where children have the time and space to

play, learn, grow, have fun



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	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	
	Element 1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
	Element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
	Element 1.1.4	The documentation about each child's program and progress is available to families.
	Element 1.1.5	Every child is supported to participate in the program.
	Element 1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.
Standard 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
	Element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	Element 1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
	Element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

Quality Area 1: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
1.1	section 168	Offence relating to required programs
1.1	section 323	Approved learning framework
1.1	regulation 73	Educational programs
1.1	regulation 75	Information about the educational program to be kept available
1.1	regulation 76	Information about educational program to be given to parents
1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program

Quality Improvement Plan for QA1

Summary of strengths for QA1

Strengths	
	<ul style="list-style-type: none"> • Our centre has a strong commitment to providing the best education and care for children. We believe that we need to work with families to provide a supportive, caring, stimulating and encouraging learning environment for all children. • The educators believe in the value of play for enhancing children's learning and development. • We use the Early Years Learning Framework for planning • The centre educators have attended training on the use of learning stories and are using these stories as one means to document children's learning. • The Centre has a philosophy and vision statement which has been developed with families. • The program provides long periods of time for exploration through play, allowing children to extend their interests and learning. • The program has daily opportunities for children to develop their literacy and numeracy skills • Information on children's interests is gathered from families at enrolment and is used to provide programmes that support individual children in their care and learning. • Children's work is respected and displayed so that families can engage with the learning. • Educators respond to children's play and extend incidental learning opportunities. • Each child has a profile book which reflects their learning and development. These are shared with the children and their families. • The educational program is displayed at the centre, shared in newsletters and in the children's profile books. • Reflections on kindergarten children's learning are summarised each term and shared with families in children's profile books.

- A summary of this learning forms a 'Statement of learning' which is given to families at the end of their child's year at preschool. A copy of these is provided to the Foundation teacher at the local school, after parents provide their permission.

Key improvements sought for QA1

Standard/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.	
	Identified issue	Children's Numeracy and Literacy learning has been identified by DECD as a priority and our Tatiara Wrattanbully Partnership is working towards a whole partnership approach to improve outcomes for all children.
Standard/element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program	
	Identified issue	Educators have identified this as an area to continue to develop their knowledge. While educators use reflections of children's learning in their programming they are always looking at ways to improve the processes and to develop their skills and knowledge.

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.1	<p>To give all children a great start, Children will be powerful learners in numeracy and literacy.</p> <p>Educators have current knowledge and understanding of literacy and numeracy indicators and how children learn through playful pedagogies</p>	M	<ul style="list-style-type: none"> • DECD Numeracy and literacy strategy is used to reflect on current practices and to plan an effective learning program for all children. • DECD Numeracy and Literacy Results + is implemented through the Partnership. • DECD Numeracy and Literacy indicators for preschool are used to identify children's strengths • Powerful learning through playful pedagogies project –educators will participate in a joint preschool and school project to further understand and embed playful learning through exploring flexible learning environments and playful pedagogies. This project will deepen early years Literacy and Numeracy content knowledge and further explore the connections between the ELYF, preschools Literacy and Numeracy indicators and Australian Curriculum. 	<ul style="list-style-type: none"> • Achieve improved learning outcomes for children • Children develop dispositions to become powerful learners • Literacy and numeracy is integrated into all aspects of the learning program • The program is rich and responsive to children's needs • Outcomes for children recorded in their Statements of learning 	<p>End of Term3 for workshops and project development</p> <p>Term 4- Statements of learning completed</p>	<p>The Director has attended Partnership meetings and discussions about the Numeracy and Literacy Results + and how it is to be implemented at our site and in the partnership.</p>

			<ul style="list-style-type: none"> • Educators to attend training with Lisa Burman.- identified PLC groups • Educators to develop their knowledge of dispositions through workshops 			
1.2.3	<p>Educators have developed their skills to notice recognise and respond to children's learning, document the learning and use these skills to create an effective planning cycle</p> <p>Educators understand curriculum frameworks and different ways of documenting learning</p>	H	<ul style="list-style-type: none"> • Working with Gowrie SA trainers – observations, reflections and planning. • Documenting children's Learning • NQF Documentation conference • Sharing this knowledge with all educators • Using reflective practice during the programming cycle. • Sharing best practice with each other, visiting other sites to further our knowledge of how other sites are using the planning cycle. 	The planning cycle is clear and reflections of children's learning and development are forming the basis of the programme.	Term 2	



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	Each child's health is promoted.	
	Element 2.1.1	Each child's health needs are supported.
	Element 2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.
	Element 2.1.3	Effective hygiene practices are promoted and implemented.
	Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
Standard 2.2	Healthy eating and physical activity are embedded in the program for children.	
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
Standard 2.3	Each child is protected.	
	Element 2.3.1	Children are adequately supervised at all times.
	Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
	Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.



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

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.3.1, 2.3.2	section 165	Offence to inadequately supervise children
2.3.2	section 167	Offence relating to protection of children from harm and hazards
2.1.3, 2.1.4, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.2.1	regulation 78	Food and beverages
2.2.1	regulation 79	Service providing food and beverages
2.2.1	regulation 80	Weekly menu
2.1.2	regulation 81	Sleep and rest
2.3.2	regulation 82	Tobacco, drug and alcohol free environment
2.3.2	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.3.4	regulation 84	Awareness of child protection law
2.1.4, 2.3.3, 2.3.4	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.4, 2.3.3, 2.3.4	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.4, 2.3.3, 2.3.4	regulation 87	Incident, injury, trauma and illness record
2.1.4	regulation 88	Infectious diseases
2.1.4	regulation 89	First aid kits



Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.4, 2.3.2	regulation 90	Medical conditions policy
2.1.1, 2.1.4, 2.3.2	regulation 91	Medical conditions policy to be provided to parents
2.1.1, 2.1.4	regulation 92	Medication record
2.1.1, 2.1.4	regulation 93	Administration of medication
2.1.1, 2.1.4	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.1, 2.1.4	regulation 95	Procedure for administration of medication
2.1.1, 2.1.4	regulation 96	Self-administration of medication
2.3.3	regulation 97	Emergency and evacuation procedures
2.3.3	regulation 98	Telephone or other communication equipment
2.3.2	regulation 99	Children leaving the education and care premises
2.3.1, 2.3.2	regulation 100	Risk assessment must be conducted before excursion
2.3.1, 2.3.2	regulation 101	Conduct of risk assessment for excursion
2.3.1, 2.3.2	regulation 102	Authorisation for excursions



	Related requirements	
2.3.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.1.1, 2.3.2, 2.3.3	regulation 161	Authorisations to be kept in enrolment record
2.1.1, 2.1.4, 2.3.2, 2.3.3	regulation 162	Health information to be kept in enrolment record
2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.3	regulation 168	Education and care service must have policies and procedures
2.1.3, 2.2.1, 2.3	regulation 168(2)(a)	Policies and procedures are required in relation to health and safety, including matters relating to: (i) nutrition, food and beverages, dietary requirements; and (ii) sun protection; and (iii) water safety, including safety during any water based activities; and (iv) the administration of first aid
2.1.4, 2.3.3	regulation 168(2)(b)	Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with regulation 85
2.1.4	regulation 168(2)(c)	Policies and procedures are required in relation to dealing with infectious diseases, including procedures complying with regulation 88
2.1.1, 2.3.3	regulation 168(2)(d)	Policies and procedures are required in relation to dealing with medical conditions in children, including the matters set out in regulation 90
2.3.3	regulation 168(2)(e)	Policies and procedures are required in relation to emergency and evacuation, including the matters set out in regulation 97
2.3.2	regulation 168(2)(g)	Policies and procedures are required in relation to excursions, including procedures complying with regulations 100 -102
2.3	regulation 168(2)(h)	Policies and procedures are required in relation to providing a child-safe environment

2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 177	Prescribed enrolment and other documents to be kept by approved provider: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92
2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92

Quality Improvement Plan for Q2

Summary of strengths for QA2

Strengths	<ul style="list-style-type: none"> • The centre uses aspects of the Start Right Eat Right program to increase the awareness of healthy eating and to provide information to families on how to provide healthy choices for snacks and lunch. • The centre follows DECD Right Bite procedures. • Information for parents is detailed and is provided via newsletters, enrolment packs and displays. • Healthy eating is promoted via programs of cooking, focus topics on keeping healthy. • Educators model healthy eating practices with their own meals that are consumed at the centre. • Children have extended opportunities to be involved in physical play both indoors and outdoors. The program and environment provides a variety of experiences to develop children's physical skills. • Our daily routines provide times for active and quiet play, rest times. • Hygiene procedures are developed and followed by educators and children. • Regular hygiene practices are in place to ensure that all equipment and toys etc are clean. • Emergency procedures are regularly practiced and recorded. • Children with additional needs are provided with support to further develop and learn - through planning, working with families, accessing support services, resources. • Action plans for all children with additional needs, including dietary are kept at the centre and shared with all educators. • All educators have current first aid qualifications and update these when necessary. • The centre has First Aid kits inside and outside which are regularly checked and meet workplace standards. • Injury/incident reports are completed when required and parents are asked to sign these forms. • The Director has access to the DECD Incident Response and Management System to record all notifiable incidents. • All educators have current Responding to Abuse and Neglect training as part of their employment requirements and most educators have participated in Child Protection Curriculum training. Aspects of the CPC are integrated into the centre programmes and shared with families via newsletters. • Safety checks are completed to identify potential hazards and risk assessments are completed use of equipment if required. • Risk assessments are completed prior to excursions and for educational experiences outside of daily occurrences.
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- DECD Business manager is used to record WHS requirements

Key improvements sought for QA2

Standard/element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	
	Identified issue	Emergency procedures are not being practised as frequently as required or covering all areas of emergency. And Invacuation requires us to adjust our environment to be out of sight. We also do not have a phone which is able to be used over the road at our evacuation point, so will need to acquire a site based mobile phone.
Standard/element QA 2	Children's health and safety – policies and procedures are in place to protect the health and safety of children, families and educators	
	Identified issue	Policies and Enrolment packages require updating as they are past their review dates.

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.3.3	Emergency Procedures to be practised termly.	H	WHS Representative to organise practises more frequently	Emergency procedures are all practised termly	End Term 2	
	Kindergarten office needs blinds on both doors. Rural Care requires blinds to replace cardboard covering window.	H	Put up blinds.	Blinds are up, children can't be seen.	Term 2	
	Mobile phone which can be used in evacuations.	M	Apply for mobile phone.	Mobile phone acquired.	Term 3	
QA 2	All safety policies to be reviewed and updated each year	M	Educators and GC members to divide the policies between them to review the information from DECD and update policies accordingly. Policy updates are taken to Governing Council for approval.	Up dated policies that meet NQF and DECD requirements	Term 3	

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 and location of the premises is appropriate for the operation of a service.	
	Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
	Element 3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	
	Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
	Element 3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.
Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	
	Element 3.3.1	Sustainable practices are embedded in service operations.
	Element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

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

Standard/element	National Law (section) and National Regulations (regulation)	
3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104	Fencing and security
3.2.2	regulation 105	Furniture, materials and equipment
3.1.1	regulation 106	Laundry and hygiene facilities
3.1.1	regulation 107	Space requirements—indoor
3.1.1	regulation 108	Space requirements—outdoor space
3.1.1	regulation 109	Toilet and hygiene facilities
3.1.1	regulation 110	Ventilation and natural light
3.1.1	regulation 111	Administrative space
3.1.1	regulation 112	Nappy change facilities
3.2.1	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.3	regulation 115	Premises designed to facilitate supervision
3.1.2	regulation 116	Assessments of family day care residences and approved family day care venues
3.1.1	regulation 117	Glass (additional requirement for family day care)

	Related requirements
	Part 3 of the National Law: Service Approval
	regulation 25 Additional information about proposed education and care service premises
	Regulations 41-45 Service waiver and temporary waiver

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths
<ul style="list-style-type: none"> • Educators and families work together to provide an environment that enhances a child's learning, is safe and welcoming. • Regular working bees where educators and families work together to improve and maintain the outdoor area. • Equipment is well maintained for health and safety reasons but also so that children have the opportunity to play with well-maintained and inviting equipment. • Despite the age of the facilities, they are well maintained through DECD preventative maintenance and breakdown maintenance procedures; good cleaning and gardening practices. • There are many natural environmental aspects to our grounds for the children to explore and investigate. Fruit and vegetables are grown and used in the centre program. • We have a wonderful outdoor environment that encourages children to explore, take risks and provides opportunities for investigation, quiet reflection and active play. • There is a worm farm and compost bin to encourage sustainable practices. Recycling is part of the program with recycling containers/bins available for all to use. • The local community is a valuable 'extended' resource for the centre's physical environment. Walks to the park, school and local shops are taken regularly to explore the 'extended physical environment'. • We have applied for grants to develop the outdoor area; in 2014 we developed a Butterfly Garden in a dry unused area.

Key improvements sought for QA3

Standard/element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.	
	Identified issue	After reflecting on the use of the indoor environment last year, the educators at the kindergarten decided to reduce the number of 'planned' learning spaces and make the indoor spaces more flexible. We want children to become more independent, creative and persistent and have deeper engagement in their learning.
Standard/element 3.3.1	Sustainable practices are embedded in service operations.	
	Identified issue	The vegetable garden in the kindergarten area is looking neglected and is overgrown with weeds and mint. It is currently not an area that promotes children's interest in gardening. The centre has good sustainable practices but we want to extend children's learning by participating in further workshops and practices. A policy and procedures document needs to be developed to promote our practices.

Improvement plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.1	<p>Children have independence, creativity and persistence learning dispositions and engage more fully in learning experiences.</p> <p>Flexible learning environments both indoor and out to engage children in quality learning across the curriculum</p>	H	<p>Reduce the number of planned learning areas to provide a more creative learning area indoors. Provide open-ended learning spaces that provide opportunities for children to develop their creativity, independence and persistence.</p>	<p>Children demonstrate an increase in their involvement in experiences through the year.</p>	<p>Term 1 Develop the indoor learning space with more open ended areas. Term 2 and 3 Introduce Lisa Burman principles in more defined areas</p>	<p>Term 1 – Indoor learning space has been set up with less ‘planned’ areas and a more inviting entrance area. The children have been using the areas in a more flexible manner and engagement in experiences is more extended.</p>
3.3.1	<p>Children understand the principals of sustainability and have an interest in gardening and healthy living. The centre has consistent practices and can share these practices with others.</p>	M	<p>Children can plant out the area with vegetables and care for the plants through the year. Vegetables can be used in the Educational program in cooking experiences. Staff and children learn about sustainable practices together specifically gardening and healthy eating Introducing more Nature inspired learning experiences. Development of a Sustainable Practices policy and procedures with educators and families.</p>	<p>A productive garden that the children enjoy looking after and grow their own vegetables.</p> <p>More outdoor nature play spaces and activities.</p> <p>A Sustainable Practices Policy and procedures are in place and are promoted across the site and community.</p>	<p>Term 1 – establish garden routine</p> <p>Term 2 and 3 Develop nature play spaces</p> <p>Term 3 and 4 Introduce Nature play and sustainability policies.</p>	<p>Term 1 – gardens cleaned out and replanted with children.</p>

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

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

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulation 169	Offence relating to staffing arrangements
4.1	regulation 118	Educational leader
4.1	regulations 119–120	Age and supervision requirements
4.1	regulations 121–124	Minimum number of educators required

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulations 125–128	Educational qualifications for educators
4.1	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1	regulations 137–143	Approval and determination of qualifications
4.1	regulation 144	Family day care educator assistant
4.1	regulations 145–15	Staff and educator records—centre-based services
4.1	regulation 153	Register of family day care educators
4.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
	Related requirements	
4.1	section 161	Offence to operate education and care service without nominated supervisor
4.1	section 162	Offence to operate education and care service unless responsible person is present
4.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1	regulations 46–54	Supervisor certificates
4.2	regulation 55	Quality improvement plans
4.1	regulation 168(2)(i)	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.

Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths	<ul style="list-style-type: none"> • The educators in rural care and kindergarten have been at the centre for several years and have developed good relationships with each other and with the community. • We try to use regular relief staff to maintain children's feelings of comfort and security. • All educators have appropriate qualifications for their positions. Two of the rural care educators have a Diploma in Children's Services. The teacher (Director) has a Bachelor in Early Childhood Education and the ECW educators in the preschool have either Certificate 3 or a Diploma of Children's services. • All educators receive information about the DECD Code of Ethics with the induction packages and through DECD information sheets/newsletters and adhere to these standards. • The ECA Code of Ethics is also supplied to all educators.
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Key improvements sought for QA4

Standard/element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.	
	Identified issue	Qualified relief staff are unavailable for Rural Care. Must ensure a qualified staff member is on site when they are working. Need to source qualified relievers.
Standard/element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.	
	Identified issue	Some staff require their National Criminal History Screens to be updated.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.1.1	All educators in rural care have a Diploma in children's services	H	<p>Make sure adequate staffing is in place. (nominated supervisor on site at all times)</p> <p>Source qualified relief staff from surrounding areas.</p> <p>Speak to TAFE about finishing students.</p>	Adding qualified staff to our relief list.	End term 2	
4.1.1	All staff have up to date Criminal History Screens	H	Educators to complete applications for updated screens	All educators have up to date qualifications	Term 2 – complete applications	



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

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

Standard/element	National Law (section) and National Regulations (regulation)	
5.2	section 166	Offence to use inappropriate discipline
5.1, 5.2	regulation 155	Interactions with children



5.2	regulation 156	Relationships in groups
	Related requirements	
5.1, 5.2	regulation 73	Educational program
5.1, 5.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1, 5.2	regulation 162(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

Quality Improvement Plan for QA5

Summary of strengths for QA5

Strengths	<ul style="list-style-type: none"> • The educators at this centre respect and value each child. • The educators actively develop caring relationships with all children in their care. • Educators use knowledge and information gathered from families to assist them in 'knowing' each child. • All educators follow DECD procedures "Protective Practices for staff in their interactions with children and young people" • In 2014, all educators attended 'Marte Meo' training. The Marte Meo Method is a program that provides concrete and practical information to professionals, parents and carers about supporting the social and emotional development of children in daily interaction moments. Marte Meo acknowledges two key principles that support a child's development; being able to follow and support a child's own spontaneous initiatives in order to build up that child's 'inside life' and confidence and being able to provide positive leading for the child in order to support the development of social behaviour. The educators are able to use this training to assist in the development of relationships with all children.
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Key improvements sought for QA5

Standard/element 5.1.3	Each child is supported to feel secure, confident and included.
Identified issue	Staff will be encouraged to look at the Kids Matter framework and consider implementing this across our site.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.3	Educators to build greater connections with families and community	L	Staff to research Kids Matter and speak to sites that have implemented the program	Staff to consider the need of the Kids matter program and begin implementation if it suits.	Term 4	



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



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

Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 157	Access for parents
	Related requirements	
6.1, 6.2	section 172	Offence to fail to display prescribed information
6.1, 6.2, 6.3	section 175	Offence relating to requirement to keep enrolment and other documents
6.1, 6.2, 6.3	regulation 73	Educational programs
6.1, 6.2, 6.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1, 6.2, 6.3	regulation 75	Information about the educational program to be kept available
6.1, 6.2, 6.3	regulation 76	Information about educational program to be given to parents
6.1, 6.2, 6.3	regulation 80	Weekly menu
6., 6.2, 6.3	regulation 86	Notification to parents of incident, injury, trauma and illness
6.3	regulation 99	Children leaving the education and care service premises
6.3	regulation 102	Authorisation for excursions
6.1, 6.2,6.3	regulation 111	Administrative space (centre-based services)
6.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation



6.1, 6.2, 6.3	regulation 171	Policies and procedures to be kept available
Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 172	Notification of change to policies or procedures
6.1, 6.2, 6.3	regulation 173	Prescribed information is to be displayed
6.1	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1, 6.2, 6.3	regulation 181	Confidentiality of records kept by approved provider
6.1, 6.2, 6.3	regulation 182	Confidentiality of records kept by family day care educator
6.1, 6.2, 6.3	regulation 183	Storage of records and other documents

Quality Improvement Plan for QA6

Summary of strengths for QA6

Strengths	<ul style="list-style-type: none"> • The centre has a Governing Council which involves families in the running of the centre including budgeting, maintenance of the learning environment and setting the priorities for improvement. • The educators follow an induction procedure that allows families to become familiar with the service operation, educators and other children. • Families are encouraged to be involved in the service through a variety of ways including special days, fundraising, working bees, social gatherings, Governing Council, input into the educational program, excursions and 'parent involvement rosters' • Families are asked to share information about their child with staff to assist their settling at the service. Parents/guardians are encouraged to stay at the centre until they and their child are comfortable. • The centre has strong links with support services for children with additional needs in both the RC and kindergarten. These services include Inclusive Directions, DECD Support Services, CaFHS, Naracoorte Community Health. A written process is provided to families and followed by educators for the referral of children to support services. • Many of the children who attend kindergarten use the school bus so communication with families is by phone, bus communication books, newsletters etc. • Partnerships – We are part of the Tatiara- Wrattanbully Partnership. During 2014, the Director attended meetings to develop the strategic
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plan for the partnership. There is a focus on Numeracy and in 2015 we will include the DECD Numeracy Literacy Results + plan.

- Connections with the local school – we have many walks to the school to participate in their open day, shared reading day, visits to the Reception class and the Agricultural facilities. The Reception class also visits us at kindy and have joined us for the performances. This connection is beneficial for both in terms of the social connections for the children, the support for educators development and financially as we are unable to cover the costs of some of the performances without additional funds. This connection will be further strengthened in 2015 as we work together on the “Powerful Learners” project.
- Community events throughout the year that we participate in: Lucindale Show; Lucindale Field days; visit to local Emergency Services, Post office etc. Lucindale Area School open day; Book fair held at the centre where community members are invited to join us for a special book day
- Lucindale Field days – our small centre operates the Children’ Activity Tent with a baby feed and change area and free activities for children. It is a welcome rest area for families. Up to 25000 people attend over the course of the 2 day event.
- A record of Family and community involvement is on display in the entrance area.
- Surveys are used to gather information from families and the wider community. In 2014, surveys were distributed to families and the community for feedback on changing the centre name to Balharry Memorial Children’s Centre to be more inclusive of both services. We had a great response from current and past families to this survey. The decision was made to work towards changing the name in 2015.
- Surveys were also distributed re a change of day for playgroup from Friday to Thursday morning. The feedback did not support the change so Playgroup will continue in 2015 on Friday mornings.



Key improvements sought for QA6

Standard/element 6.1	Respectful and supportive relationships with families are developed and maintained	
	Identified issue	Through Parent Opinion surveys we will receive feedback on the need for improvement in the way we engage families in the centre programmes and children's learning.
Standard/element 6.3.4	The service builds relationships and engages with their local community.	
	Identified issue	We will continue to be involved in the Powerful learning through playful pedagogies project. Preschools working with schools, specifically early years, keen to develop playful learning and continuity of learning.
Standard/element 6.3.4	The service builds relationships and engages with their local community.	
	Identified issue	The centre was involved in a lot of community events through 2014 and we would like this to continue. We will promote the centre by being involved in Community events.

Improvement plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1	Improved ways of engaging families in the programme and children's learning	M	All educators to complete an online course of 4.5 hours- Engaging families in the Early Childhood Development story (DECD provided)	Educators will develop their skills in responding and building relationships with families. Parent opinion surveys and other feedback from families provide positive indications of how we are engaging families.	Term 4	
6.3.4	To improve relationships with the local school and other educators	M	Work with the local school in a variety of projects – Powerful learning; Numeracy and Literacy results +; Transition Create a regular visiting program for children and families	Regular meetings are held with the early years team and leaders to plan and implement collaborative learning experiences		Term 1 – regular visits between LAS and Kindergarten. Regular meetings and conversation between EY Partnerships leaders.
6.3.4	To build on and extend current relationships with local community groups	M	There are a lot of Community events in Lucindale and we will participate in ones that are appropriate to the age group.	The centre is recognised for its involvement in community events.	Term 1 Lucindale Show; Lucindale Field days; Camp draft Term 2 Book Fair; Simultaneous book reading day Term 3 School open day; Book Week	Term 1 – We participated in the Lucindale Show by providing displays of the centre activities. All the children completed entries for arts and crafts and these were displayed and judged. Lucindale field days- we organised the Children's Activity Tent with free activities for the children, face painting and lucky

						<p>dips. We had a lot of help from families with material preparation, setting up and packing up and running the tent during the two days of the field days. We couldn't do this without the support of families and the commitment of staff.</p> <p>Camp Draft – the centre families and educators ran a trading table at the local Camp Draft. It was an opportunity to promote our service to the local and broader community.</p>
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Quality Area 7: Leadership and service management

This quality area of the *National Quality Standard* focuses on effective leadership and management of the service that contributes to quality environments for children's learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

Quality Area 7: Standards and elements

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

	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
	Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

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

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.5	section 12	Applicant must be fit and proper person (provider approvals)
7.1.5	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.5	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.3.1	regulations 158-162	Attendance and enrolment records
7.1.5	regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
7.1.5	regulation 164	Requirement for notice of new persons at residence
7.3.1	regulation 167	Record of service's compliance
7.1.1, 7.3.1, 7.3.4, 7.3.5	regulations 168-172	Policies and procedures
7.3.1	regulations 173-176	Information and record-keeping requirements
7.3.1	Regulations 177-180	Prescribed records
7.1.1	regulations 181--184	Confidentiality and storage of records

	Related requirements	
7.1.5	regulation 14	Application for provider approval by individual
7.1.5	regulation 15	Application for provider approval by person other than an individual
7.1.5	regulation 16	Matters relating to criminal history
7.2.3	regulation 31	Condition on service approval - Quality improvement plan
7.1.5	regulation 46	Application for supervisor certificate
7.2.1, 7.2.3	regulations 55-56	Quality improvement plans

Quality Improvement Plan for QA7

Summary of Strengths

Strengths	<ul style="list-style-type: none"> • This centre has a strong commitment to continuous improvement and providing a quality service. This is evident in the review processes, improvement plans and evaluation of those plans by educators and families. • The leadership supports the development of a learning curriculum for all – children, families and educators. • The centre follows DECD procedures and policies to support practices and all educators have a commitment to these. • The educators at this centre are very supportive of each other and believe in promoting a culture where all educators members are valued. • We have induction processes for educators which we regularly review. This may be at a time when new educators are beginning at the centre or when new information is provided by either DECD or ACECQA. • All educators have access to the National Quality Standard and National Regulations to assist them in reviewing their practice and that of the site as a whole. The educators can record their review notes on copies of the NQS Assessment and Rating Instrument, which is provided to each educator. Staff meetings are held regularly and educators have the opportunity to contribute to the development of the Quality Improvement Plan.
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Key improvements sought for QA7

Standard/element 7.1.2	The induction of educators, co-ordinators and educators members is comprehensive.	
	Identified issue	A new induction checklist has been developed by DECD. We need to update our induction processes to reflect these changes.
Standard/element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.	
	Identified issue	LDC PDP – funds from the Australian Government are used to develop educators skills and knowledge and to support educators to complete their qualifications
Standard/element	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.	
	Identified issue	There is a problem finding qualified relief educators in country areas. We share the names of educators with other services but there is still a shortage.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.2	Educators induction folders and information are updated to reflect the DECD requirements	H	Educators will meet to discuss the changes and have input into the educators induction folders. DECD website accessed to provide a checklist for induction information	Staff induction processes are updated at regular meetings across the year. Staff identify tasks to complete the induction manual and share with other staff	Term 2- educators meet and go through DECD induction checklist Term 3 – Induction folders completed.	
7.1.4	All educators to have a plan of development for themselves for the year or future years.	H	PDP conversations Planning and finding training	Educators enrolled in training or observing to improve their practices in identified areas.	End 2016	Term 1 –All staff attended various Nature Play training sessions Kara accepted into Advanced Leadership Program
7.1.4	A list of qualified relief educators is available for work in child care and preschools in the Limestone Coast area.	M	Liaise with other centres and local training providers to develop a strategy to recruit more educators.	Processes are in place that identify qualified educators for relief lists.	Term 4	Term 1 updated 2015 list.
	Commitment to continuous improvement		Partnership review – all leaders from the sites in the Tatiara- Wrattobully partnership to be involved in a review. Literacy and numeracy focus – how is the partnership supporting sites to improve their students results?	Partnership meetings, improvement planning focus on literacy and numeracy improvement. 'Results plus' support for sites.	Term 2	Director involved in the review process in May. Review summary provided to all sites.