

Quality Improvement Plan template

2018 National Quality Standard

February 2023



Australian Children's
Education & Care
Quality Authority

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 | |
| Ripponlea Kindergarten | | SE-00002866 | |
| Primary contacts at service | | | |
| Mishel Lowndes | | | |
| Physical location of service | | Physical location contact details | |
| Street | Carrington Grove | Telephone | 9527 4343 |
| Suburb | St Kilda East | Mobile | 0452 553 182 |
| State/territory | Victoria | Fax | |
| Postcode | 3183 | Email | kinder@ripponleakinder.org.au |
| Approved Provider | | Nominated Supervisor | |
| Primary contact | Sarah Lockett | Name | Mishel Lowndes |
| Telephone | | Telephone | 0400 842 665 |
| Mobile | | Mobile | |
| Fax | | Fax | |
| Email | President@ripponleakinder.org.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 | 16.00 | 16.00 | 16.00 | 16.00 | 16.00 | | |

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.

Friday 27th January - Staff setup day

Monday 30th January - Staff setup day

Tuesday 31st January - Kurrborra group parent interviews

Wednesday 1st February- Warrin & Gawarn Parent Interviews. Kurrborra & Warrin Parent Information Session 7.30pm-8.30pm

Thursday 2nd February -Walert Parent Interviews. Warrin half day orientation. Gawarn & Walert Parent Information Session 7.30pm-9.00pm

Friday 3rd February - Gawarn & Walert half day orientation

Monday 6th February - Kurrborra half day orientation

Tuesday 7th February - Kurrborra full days 8.30am-4.00pm commence

Wednesday 8th February- Warrin 8.30am-4pm and Gawarn 8.30-1pm. Walert 1pm-4pm at Kinder not Ripponlea Estate

Thursday 9th February - Walert full day commence 8.30am-1pm and Gawarn 1pm-4pm at Kinder not Ripponlea Estate

Wednesday 15th February - Walert Group first day of Bush Kinder at Ripponlea Estate

Thursday 16th February - Gawarn Group first day of Bush Kinder at Ripponlea Estate

Saturday 18th February - Welcome BBQ for all groups- Greenmeadows 9.30am - 11.30am

Monday 13th March- Kinder closed (Labour Day holiday)

Sunday 19th March - Working Bee 9am -11am

Thursday 6th April - Last day of Term 1

Monday 25th April - Term 2 begins

Tuesday 26th April - Anzac Day (Kinder closed)

Monday 12th June - King's Birthday holiday (Kinder closed)

Friday 16th June - Staff professional development (Kinder closed)

Sunday 17th June - Working Bee 9am - 11am

Friday 23rd June - Last day of Term 2

Monday 10th July - First day of Term 3

Saturday 9th September - Working bee 9am - 11am

Friday 15th September - Last day of Term 3

Monday 2nd October - Term 4 begins

Wednesday 11th October - 2024 Family Orientation (Kinder Closed)

Tuesday 7th November - Melbourne Cup (Kinder Closed)

Thursday 16th November - AGM 7.30pm

Sunday 3rd December - Working Bee 9am -11am

Tuesday 19th December - Last day for children to attend

Wednesday 20th December - Pupil free (staff clean up)

How are the children grouped at your service?

4 mixed aged groups

Yellow = Kurrborra

Blue = Warrin

Red = Gawarn

Green = Walert

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

Mishel Lowndes, Nominated Supervisor

Lauren Day, Quality Assurance Officer

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 7

Service statement of philosophy

Please insert your service's statement of philosophy here.

PLAY LEARN CARE DEVELOP

Children begin kindergarten with their own interests, questions, values, and family backgrounds. By respecting this, enduring and equitable relationships between children, their peers and adults can be developed, enabling each child to feel safe, respected, happy and nurtured.

At Ripponlea Kindergarten we create a safe, welcoming, and stimulating learning environment where:

- Equity, inclusion, and diversity are embedded in practice and discrimination against race, gender, disability or age is not tolerated. Children are given every opportunity to succeed, and their diverse circumstances, cultural backgrounds and abilities are respected and valued. Respect for others and self is encouraged at all times
- We are committed to the [Child Safe Standards](#) and have zero tolerance for child abuse
- Aboriginal and Torres Strait Islander Cultures and Histories are valued and embedded in the curriculum, guided by developing partnerships with the local Bunurung community and our Reconciliation Action Plan
- Children's voices and ideas are listened to and acted on within the community and the curriculum as we recognise that they are competent learners. We have high expectations of what they can achieve
- We endeavor to teach sustainable practices to the children that instill responsibility for their local place and the wider world and a recognition that they are part of an interconnected world where their actions have effects
- We value family and community partnerships at the kindergarten and are led by a parent run Committee of Management. We recognise that children's connections to their community are essential to their sense of belonging
- We believe that PLAY is essential for children's learning and children learn best within an unhurried environment
- We ensure that kinder is FUN, NURTURING and INCLUSIVE.

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, 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. |

National Law and National Regulations underpinning Quality Area 1

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 1 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

| National Law and National Regulations | | Associated element |
|---------------------------------------|---|--------------------|
| Section 51(1)(b) | Conditions on service approval (educational and developmental needs of children) | 1.1.1 |
| Section 168 | Offence relating to required programs | 1.1.1, 1.1.2 |
| Regulation 73 | Educational program | 1.1.1 |
| Regulation 74 | Documenting of child assessments or evaluations for delivery of educational program | 1.3.1 |
| Regulation 75 | Information about educational program to be kept available | 1.3.3 |
| Regulation 76 | Information about educational program to be given to parents | 1.3.3 |
| Regulation 274A NSW | Programs for children over preschool age | 1.3.1 |
| Regulation 289A NT | Programs for children over preschool age | 1.3.1 |
| Regulation 298A Queensland | Programs for children over preschool age | 1.3.1 |

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths

- Our statement of philosophy consistently guides pedagogy and teaching decisions.
- Learning intentions and thinking are guided by and directly linked to the Victorian Early Years Learning and Development Curriculum and pedagogical principles and practices are incorporated into program delivery to promote children's learning.
- Families are involved in curriculum decision making. Parents provide information on children's interest at formal interviews at the beginning of the year. Families also fill background information at the start of the year. Educators encourage mid year interviews with summative assessments. Transition reports are completed for families and foundation educators.
- Educators demonstrate flexibility in program delivery to incorporate children's ideas, cultures and interests to ensure that experiences are relevant and engaging.
- Educators strive to provide inspiring learning environments that cater for each individual child. The kinder runs an indoor-outdoor program, that allows children to choose their own activity and move between indoor and outdoor spaces as they wish.
- Educators monitor individual children's progress across five learning outcomes.
- Educators and co-educators attend a staff planning day each year, which includes training on programming/planning and assessment, to ensure they maintain consistently high standards. Staff also attend other professional development opportunities throughout the year.
- All educators strive to be practitioners of excellence. Educators engage in reflective practice individually and in monthly meetings to ensure enhanced learning outcomes for all children are a priority and constantly reflect on the kinder's QIP to ensure goals are set and maintained.
- The kinder has an Italian program each week for the both 4 year old groups.
- Specialist program for the Koala Group. Currently a music program.
- Online kindyhub platform to support program, observations and notifications to families.
- Each family has access to the kindyhub app for learning stories, photo's, reports and communication. Paper copies are made available for families that don't have access to the internet.

Key improvements sought for Quality Area 1

Improvement Plan

| Standard/element 1.3.1 | Assessment and planning cycle | |
|---------------------------|-------------------------------|--|
| | Identified issue | Educators recently worked together to discuss and change the planning cycle. Change took place in July 2018. Kinder now has a new planning cycle. In response to critical reflection around sustainable practices we have moved to the online platform that all nominated members can access. The new app allows families to receive learning stories, reports and regular communication through the app. Families now access the children photo's through kindyhub. |

| Standard/ element | Issue identified during self- assessment | What outcome or goal do we seek? | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when? | Progress notes |
|----------------------|---|--|---------------------|--|---|-------------|--|
| 1.3.1 | Staff to critically reflect on their planning style | To complete the cycling of planning | H | Staff to spend time together to reflect. Attend a PD together. Further discuss a new style moving forward. | Cycle in complete and critical reflection is an important element of the programming. | End of 2018 | Have begun new style of planning for 4 year old children in July 2018. Completed |
| 1.1.1 | To organise an ongoing Aboriginal and Torres Strait Islander culture program for children/families and staff. | To embed indigenous programs into the program. | H | This was organised for 2020 and then Covid hit. Make connections again and rebook when covid has passed. | | ongoing | <p>To look into the program we had in 2020 to be organised for 2021.</p> <p>Welcome to Country ceremony held in March 2021. Indigenous incursions with Jaeden Williams scheduled throughout 2021.</p> <p>Revisit in 2022 as 2021 impacted heavily due to Covid-19</p> <p>Recognizing Torres Strait Islander culture eg. Floral Friday.</p> <p>PD with Koorie Curriculum.</p> <p>Planted Indigenous plants.</p> <p>Continue to use Little Yarns at rest time.</p> <p>Using pictures with Indigenous motifs.</p> <p>Looking at Indigenous seasons.</p> <p>Weaving caring for country into our teaching</p> |

| | | | | | | | |
|---------------|--|--|---|---|--|--|--|
| | | | | | | | Collaborated with Jaeden Williams to name the groups for next year. Completed |
| 1.1.3 & 1.3.1 | Gap identified between current program and Government announcement of expanded funding for 3 & 4 YO Kindergarten | Appropriate timetable and program to for Children to thrive with 2 years of 15 hours of funded Kindergarten | H | <ul style="list-style-type: none"> *Review current timetable against new requirements * Engage with families to understand requirements of families *Attend Glen Eira meetings, identify & address gaps * Align enrolment program with Glen Eira Council & communicate with Ripponlea Community | Implementation of updated timetable | End of 2022 | <p>March '21 Parent Survey results received & presented to sub committee</p> <p>Ongoing - sub committee drafting timetable inline with Glen Eira meeting feedback and Government requirements</p> <p>April '22 Current families contacted regarding changes</p> <p>May '22 Q&A session with staff & families scheduled for 11/5 7.30pm</p> <p>Completed</p> |
| 1.3.1 | To continue to take a planned and reflective approach in implementing the program for each child | Develop a planning style for 3 and 4yo children across the week that is a collaborative approach by the end of 2022. | M | <p>Ongoing staff meetings, communication and planning</p> <p>Implement at the start of 2023</p> | | Critically reflect on around May / June 2023 | |
| 1.1.2 | To continue to strengthen the child-centred program | Implement a 'Me box' at the start of the Kinder year.' | M | At the start of the year – children bring in something about themselves from their home – who they are, what they like) then later in the year “treasure time” – can bring in something culturally special. | Children’s interests, abilities etc are captured at family orientation, enrolment forms, conversations with families & listening to children | Feb 2023 | |

| | | | | | | | |
|-------|---|--|---|---|--|---------|--|
| 1.1.3 | To continually embrace program learning opportunities | Reflecting on individual children's needs and changing the way we do things. | H | <p>Dividing the groups into 2 for group times. Waste monitors. Washing hands, a chance to talk about health and hygiene. Mealtimes a chance to talk about healthy foods. Tidy up time -a chance to talk about being part of a group and taking care of our equipment (respect). Emergency procedures – a chance to talk about being safe. Packing bags – taking responsibility for their belongings, organisation</p> | | Ongoing | |
| 1.2.3 | To continue to promote a child's agency & decision making | Children continuing to make their own choices and decisions that influence their world | H | <p>Children can choose if they want to rest or not. Indoor / outdoor program. Can choose whether they eat or not. Create booklets about what they can take out to provide more opportunities for them to choose what they would like to play with. Asking if we can take photos. Talking about body safety – education around asking if it is okay to touch someone or saying no if they don't want to be touched.</p> <p>Give children some agency in setting tables (whoever is waste monitor) or in choosing who they would like to be in groups with.</p> | | Ongoing | |

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 and physical activity is supported and promoted. | |
| 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 | Each child is protected. | |
| 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. |

National Law and National Regulations underpinning Quality Area 2

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 2 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

| National Law and National Regulations | | Associated Element |
|---------------------------------------|---|--|
| Section 51(1)(a) | Conditions on service approval (safety, health and wellbeing of children) | 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3 |
| Section 162A | Persons in day-to-day charge and nominated supervisors to have child protection training | 2.2.3 |
| Section 165 | Offence to inadequately supervise children | 2.2.1 |
| Section 166 | Offence to use inappropriate discipline | 2.1.1, 2.2.1 |
| Section 167 | Offence relating to protection of children from harm and hazards | 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 |
| Regulation 77 | Health, hygiene and safe food practices | 2.1.2 |
| Regulation 78 | Food and beverages | 2.1.3 |
| Regulation 79 | Service providing food and beverages | 2.1.3 |
| Regulation 80 | Weekly menu | 2.1.3 |
| Regulation 81 | Sleep and rest | 2.1.1 |
| Regulation 82 | Tobacco, drug and alcohol free environment | 2.2.1 |

| | | |
|----------------|--|-------|
| Regulation 83 | Staff members and family day care educators not to be affected by alcohol or drugs | 2.2.1 |
| Regulation 84 | Awareness of child protection law | 2.2.3 |
| Regulation 85 | Incident, injury, trauma and illness policies and procedures | 2.1.2 |
| Regulation 86 | Notification to parents of incident, injury, trauma and illness | 2.1.2 |
| 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 |
| Regulation 90 | Medical conditions policy | 2.1.2 |
| Regulation 91 | Medical conditions policy to be provided to parents | 2.1.2 |
| 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 | 2.1.2 |
| Regulation 97 | Emergency and evacuation procedures | 2.2.2 |
| Regulation 98 | Telephone or other communication equipment | 2.2.2 |
| 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 | 2.2.1 |

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

- Staff follow appropriate procedures for administering medication (for example, written authorisation from parents, medication named and stored appropriately, medication documented when administered) and update this in real time through kindyhubs incident reporting.
- Staff appropriately document children with medical conditions, allergies and asthma. Risk assessments/communication plans are completed with families and shared with members.
- Staff discuss any issues and concerns with parents, both formally (for example, at parent interviews) and informally (via discussions with parents after sessions, via kindyhub and email).
- Staff encourage and role model good hygiene routines (e.g., encouraging children to sneeze or cough into sleeve/, washing hands before eating, using tissues etc).
- Staff notify all parents of communicable illnesses, via notices at sign in areas and email families through kinderhub.
- All staff have the appropriate first aid qualifications and first aid kits are checked monthly and up to date.
- All staff have appropriate asthma and anaphylaxis qualifications.
- All staff have completed online child protection training yearly and this is discussed in staff meetings on a regular basis.
- Every child's immunisation record is up to date.
- Staff encourage healthy eating, (including discussions about 'sometimes' food and 'always' food). Information on a regular basis put in the newsletters.
- Service is working through the Healthy Achievement Program.
- Service is working with the Smilies for Miles program.
- Service has a strong focus on children's sense of agency and sustainable monitors have been embedded on a daily basis into the programs.
- Staff encourage physical activity (for example, via outdoor activities) and discuss exercise and health.
- Children are adequately supervised (via appropriate child educator ratios). Parents must advise who can drop off and collect children, as outlined in the *Delivery and collection of children policy*; enrolment forms include an authorisation section.
- Children cannot enter the kitchen area.
- There is soft fall around all climbing equipment.
- Staff conduct daily/weekly/monthly safety checks at kinder and bush kinder. We are a Sunsmart service and use the sunsmart app to monitor UV. This is advertised on website and near the sign in area.
- Risk assessments are conducted before bush kinder/programs each day and within the programs, including visiting the school and Greenmeadows park for emergency drills. in cabinet)
- Staff practice emergency evacuations each term. Staff are involved in school emergency evacuations. Staff continually evaluate these procedures.
- Staff members have focused on PD around changes to Child Protection and share this with peers.

- Bedding for rest time is available ensuring comfort. Rest and quiet time is offered for all children.
- Stories, Yoga, small individual activities and mindfulness activities are conducted at rest time.
- Indigenous stories are played during rest time (Little Yarns podcast), to embed Indigenous perspectives into the program.
- To support and promote children's wellbeing, staff have conversations with families to point them in the direction of specialists as required.
- Staff offer comfort with hugs - but first asking for consent.
- Intentional teaching around recognising the cues when our bodies are tired.
- The Kinder effectively support good ventilation in rooms. Doors open air purify when doors are shut. A air purifier has been purchased at the kinder in 2022.
- Staff send families/carers updated policies related to health and wellbeing.
- Staff send emails to families regarding illness.
- Continual discussions between staff and families/carers regarding illness and well being.
- Ongoing conversations with children (using books as a resource) about germs and illness.
- Honest, age appropriate conversations between staff and children about Covid-19, reassurance provided where required.
- Children are continually reminded that a teacher needs to be present when they go outside.
- Staff teach children about personal boundaries.
- Staff position themselves to adequately supervise children.
- Scenarios are implemented at each emergency drill.
- Staff complete annual child protection training.
- Staff are aware of agencies to assist families and respond as required
- Intentional teaching strategies around consent and wellbeing are communicated to families via Kindyhub (app).
- Racism is confronted and not tolerated in the service.
- Staff embed indigenous culture within the program. Routines, change of group names for 2023 using indigenous animal names with consent, acknowledgement of country each day with children and before meetings. Working with a local indigenous man Jaeden Williams and Boon Wurrung member.
- Parents are required to have a WWCC if being a parent volunteer or staying to settle a child into the program for more than 10 minutes.
- Parents are required to sign a code of conduct each year.
- New insulated asthma and allergy/anaphylaxis packs to keep children's medications in

Key improvements sought for Quality Area 2

Improvement Plan

| Standard/ element | Issue identified during self- assessment | What outcome or goal do we seek? | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when? | Progress notes |
|----------------------|---|--|---------------------|---|---------------------|---------------|---|
| 2.1.3 | Information around healthy eating in the newsletter. Services to help families with physical issues amongst children. | Healthy eating is promoted and appropriate for each child. | H | Ongoing in newsletters and within our programs. Teachers to source support agency for families where needed. | | Ongoing | |
| 2.1.1 | New Child Safe Standards come into effect on 1st July 2022, the Code of Conduct for families needs to be added to 2023 enrolment packs. | To ensure ongoing compliance to the National Quality Standard, Regulations and the New Child Safe Standards. | H | Notify Kindyhub to add this to our Enrolment form for 2023. Continual periodic review of policies by Staff, CoM and families where applicable. | Up to date policies | start of 2023 | June '22- Current families completed Code of Conduct Acknowledgment electronically. |
| | | | | | | | |

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. | | |
| Fit 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, and 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. |

National Law and National Regulations underpinning Quality Area 3

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 3 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

| National Law and National Regulations | | Associated element |
|---------------------------------------|--|--------------------|
| Regulation 103 | Premises, furniture and equipment to be safe, clean and in good repair | 3.1.2 |
| Regulation 104 | Fencing | 3.1.1 |
| Regulation 105 | Furniture, materials and equipment | 3.2.2 |
| Regulation 106 | Laundry and hygiene facilities | 3.1.1 |
| Regulation 107 | Space requirements—indoor | 3.1.1 |
| Regulation 108 | Space requirements—outdoor | 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 | 3.1.1 |
| Regulation 113 | Outdoor space—natural environment | 3.2.1 |

| | | |
|--|---|---------------------------|
| Regulation 114 | Outdoor space—shade | 3.1.1 |
| National Law and National Regulations | | Associated element |
| Regulation 115 | Premises designed to facilitate supervision | 3.1.1 |
| 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 |
| Regulation 274 NSW | Swimming pools | 3.1.2 |
| Regulation 345 Tasmania | Swimming pool prohibition | 3.1.2 |

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths

- There are separate spaces for individual and group play.
- Children use school grounds for larger running and ball games.
- The outdoor area includes natural features such as trees and plants for shade.
- There is a compost bin and a vegetable patch.
- Staff conduct daily safety checks.
- The indoor/outdoor areas are flexible; staff change the furniture in both play spaces regularly to provide interest and extend activities.
- The kindergarten is very well resourced.
- The program includes intentional teaching about environmental issues and sustainability:
 - children are involved in recycling — recycling paper and using recycled items for craft. Children/families are encouraged to bring in recyclable materials to the program. Recyclable stations for various materials that families can bring in and staff member send off.
 - Glen Eira Sustainability Officer attends the Kindergarten regularly and speaks with the children and staff
 - Staff belong to the Glen Eira Sustainability Educators Network
 - children experience the positive effects of composting by using compost bins after snack and meal times. Children are involved in the cycle in our gardens.
 - children care for native birds by filling the bird bath and feeder
 - children plant and care for seedlings and plants
 - The Kindergarten has a Bush Kinder program. Strong focus on engaging in outdoor play and caring for our environments.
 - Kinder is moving away from purchasing resource that aren't from recycled elements.
 - Kinder uses recycled water from water tank (when full).
 - Natural outdoor play spaces for children.
 - Cleaning product are environmentally friendly.
 - Print both sides of paper in office. Limit printing when necessary.
 - Energy efficient practices in the centre amongst staff members. Lights, air con/heating.
- Increased cleaning due to Covid-19.
- Broken items are discarded (recycled where appropriate).
- Maintenance is completed on a regular basis.
- Roster for OH&S / Test and Tagging. Schedule exists to ensure regular maintenance is completed.
- More inclusive outdoor area as a result of renovations to the Kindergarten in 2020.
- Purchase locally, ethically & sustainable where possible. Many recycled & donated items.
- Minimise paper use and printer costs through implementing Kindyhub app.
- New, sustainable outdoor furniture purchased from local businesses.
- Regular discussions with children about being water wise and how things are made (ie- 365 recycled plastic bottles went into the outdoor table)

Improvements sought for QA3

| | | |
|-----------------------------------|---|--|
| Standard/element 3.1.1 | Outdoor and indoor spaces, building, fixtures and fittings are suitable for their purpose including support the access of every child. | |
| | Identified issue | The sign in area at the front is not suitable in wet weather. The kindergarten would like to install a pergola, to make this space more usable in all weather. |
| Standard/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. | |
| | Identified issue | We adapt the environment to accommodate children with special needs (such as children in wheelchairs). However, we would like to improve the accessibility of the premises for all people. In 2015, we had a parent in a wheelchair who found it difficult to enter and exit the premises. |
| Standard/element 3.2.3 | The service cares for the environment and supports children to become environmentally responsible. | |
| | Identified issue | The committee would like to update the bathrooms, to include dual flush toilets and push taps, to reduce water wastage. While we strongly encourage the children to be responsible for the environment, recycling bins are not adequate in the staff room and kitchen and lights and heating are potentially left on when no one is occupying a room. |

Key improvements sought for Quality Area 3

Improvement plan

| Standard/ element | Issue identified during self- assessment | What outcome or goal do we seek? | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when? | Progress notes |
|----------------------|--|---|-------------------------|---|--|------------------------------------|---|
| 3.1.1 | An outdoor space that is fit for all weather conditions. | Erect a pergola at the front of the building. | L | Apply through grants | | 2022 | The kinder received a DET grant in late 2019. The kinder has engaged w Space Design to have an inclusive entrance within the school away from the street. Works to begin December 2020 and be completed in 2021. A shelter space will be built so that families are sheltered and protected at pick up and drop off. Confirmation received that the material meets the UV specification. Final defects currently being completed. |
| 3.2.1 | Universal access for all community members. | Work with Ripponlea Primary school, who own the building, to redevelop the entrance and gate to create a safer entry/exit point. Apply for grants. | H | Grants | | Mid 2021 | The kinder received a DET grant in late 2019. The kinder has engaged w Space Design to have an inclusive entrance within the school away from the street. Works to begin December 2020 and be completed in 2021 (refer to 2.2.1). |
| 3.2.3 | Updating bathroom | New toilets, new taps, splash back and ventilation | H | Kinder received a grant. | | End of term 3 2018 COMPLETED | Have a plumber to do works and grant money approved. Bathroom renovation has been completed. |
| 3.2.3 | Inadequate recycling facilities in staff room | Better recycling options and promotion of awareness of energy conservation | M | Use Cool Australia's environmental audit | Less waste in bin. Cheaper electricity bills | Ongoing. | To be further developed. Families are encourage to use recycled container instead of single |

| | | | | | | | |
|--------------|-------------------------------------|---|---|----------------------------|--|---------------|--|
| | and kitchen and electricity wastage | | | to conduct audit of centre | | | use wrappers. Rubbish is sent home and various snack/lunch box recyclables and put into various recycling bins. |
| 3.1.1 (2021) | New yard - landscaping | Inclusive environment | H | Grants | | Ongoing | Ascertain what plants are interactive & seek the children's feedback in what they would like in the garden. Source indigenous plants. 4/4/22 - Works scheduled to commence 5/4/22 May '22 - progressing. Plan for accessible Kinder. Annual maintenance of new deck added to maintenance schedule & budget |
| 3.1.1 (2021) | Sunshades | To create an outdoor space fit for all weather conditions | H | Grants | | December 2022 | Landscaping and sun shade cloth grant received. Building Blocks Improvement 2021-22 Early Learning Facility Upgrade – ELFU2021-22030 - Grant approved 17/11/2021 for approx 100K Common funding agreement to be submitted by 13/12/21 |
| 3.1.1 (2021) | Kitchen refurbishment | To update the kitchen | H | Grants | | June 2022 | Kitchen Refurbishment grant approved 13th September 2021. Early Childhood Refurbishment and Minor Works – (minor Grants stream) – RMWMI100078 for approx \$37K Monthly report due 15th of each month. Works to be completed by 19th June 2022. March '22 - works progressing |

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|--------------|---------------------|----------------------------------|---|-------|--|------|--|
| | | | | | | | May '22 - floors to be completed. Refurb scheduled to be completed end of May |
| 3.2.3 (2021) | Accessible bathroom | To create an accessible bathroom | H | Grant | | 2022 | <p>Conditional approval received for Building Blocks Inclusion – Buildings and playgrounds – BBBP100066 – Accessible Bathroom.</p> <p>Updated asbestos report submitted 4/11/2021</p> <p>Dec '21 Awaiting final documentation for signing.</p> <p>March '22- Works progressing. Mid term break works scheduled.</p> <p>Jan '23- works completed during summer holidays</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. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

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. |

National Law and National Regulations underpinning Quality Area 4

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 4 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

| National Law and National Regulations | | Associated element |
|---------------------------------------|--|--------------------|
| Section 51(2) | Conditions on service approval (FDC Coordinators) | 4.1.1 |
| Section 161 | Offence to operate education and care service without nominated supervisor. | 4.1.1 |
| Section 161A | Offence for nominated supervisor not to meet prescribed minimum requirements | 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 co-ordinators | 4.1.1 |
| Section 164 | Offence relating to assistance to family day care educators | 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 |
| Section 269 | Register of family day care educators, co-ordinators and assistants | 4.1.1 |
| Regulation 117A | Placing a person in day-to-day charge | 4.1.1 |
| Regulation 117B | Minimum requirements for a person in day-to-day charge | 4.1.1 |
| Regulation 117C | Minimum requirements for a nominated supervisor | 4.1.1 |

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| Regulation 118 | Educational leader | 4.1.1 |
| National Law and National Regulations | | Associated element |
| Regulation 119 | Family day care educator and family day care educator assistant to be at least 18 years old | 4.1.1 |
| Regulation 120 | Educators who are under 18 to be supervised | 4.1.1 |
| Regulation 123 | Educator to child ratios – centre based services | 4.1.1 |
| Regulation 123A | Family day care co-ordinator to educator ratios—family day care service | 4.1.1 |
| Regulation 124 | Number of children who can be educated and cared for – family day care educator | 4.1.1 |
| Regulation 126 | Centre-based services – general educator qualifications | 4.1.1 |
| Regulation 127 | Family day care educator qualifications | 4.1.1 |
| Regulation 128 | Family day care co-ordinator qualifications | 4.1.1 |
| Regulation 130 | Requirement for early childhood teacher – centre-based services – fewer than 25 approved places | 4.1.1 |
| Regulation 131 | Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children | 4.1.1 |
| Regulation 132 | Requirement for early childhood teacher – centre-based services – 25-59 children | 4.1.1 |
| Regulation 133 | Requirement for early childhood teacher – centre-based services – 60 to 80 children | 4.1.1 |
| Regulation 134 | Requirement for early childhood teacher – centre-based services – more than 80 children | 4.1.1 |
| Regulation 135 | Early childhood teacher illness or absence | 4.1.1 |
| Regulation 136 | First aid qualifications | 4.1.1 |

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|--|---|---------------------------|
| Regulation 143A | Minimum requirements for a family day care educator | 4.1.1 |
| National Law and National Regulations | | Associated element |
| Regulation 143B | Ongoing management of family day care educators | 4.1.1 |
| Regulation 144 | Family day care educator assistant | 4.1.1 |
| Regulation 145 | Staff record | 4.1.1 |
| Regulation 146 | Nominated Supervisor | 4.1.1 |
| Regulation 147 | Staff members | 4.1.1 |
| Regulation 148 | Educational leader | 4.1.1 |
| Regulation 149 | Volunteers and students | 4.1.1 |
| Regulation 150 | Responsible person | 4.1.1 |
| Regulation 151 | Record of educators working directly with children | 4.1.1 |
| Regulation 152 | Record of access to early childhood teachers | 4.1.1 |
| Regulation 153 | Register of family day care educators, co-ordinators and assistants | 4.1.1 |
| Regulation 154 | Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants | 4.1.1 |

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths

- The educators are a very cohesive group and examples of teamwork and support are not only integral but demonstrated on a daily basis.
- Exceptionally experienced and qualified staff. Long standing staff members.
- All educators are first aid trained, including anaphylaxis management and emergency asthma management training and have Child Protection Training.
- Staff time is rostered in accordance with VECTEA 2016 and hence all educators have the appropriate split of contact hours and non-contact hours for programming, some have above hours for planning/administrative purposes and meeting with parents.
- Educators meet monthly to share information and to reflect on current practice.
- Educators keep abreast of current issues in early childhood learning by reading, by sharing information with other services and by engaging in professional development.
- Pool of regular relief staff for continuity for children and families.
- Teachers have a 30 minute cross over when they team teach.
- We are an equal opportunity employer and encourage Aboriginal/Torres Strait Islanders, and people with culturally diverse backgrounds to apply for positions at the Kinder. This is reflected in job ads when positions become available.
- Staff appraisal every 6 months
- Staff members attend and support Committee members and meetings.
- Staff have a mixture of outside talents that are utilized and valued in the program. Eg. Gardening and art.
- Staff attend a mixture of PD over the year. Educational leader guides and support this in relevance to each member's needs.
- All staff members currently employed have above Cert 3 qualifications.
- Staff members work together to promote centre/community projects. Eg weaving project, oral waste recycling, pj awareness day for foster children, Yarn Bombing, Daniel Morcombe Foundation, natural threading project, bottle top recycling project, milk container igloo and knitting project.
- Staff have a range of strengths and values
- All Staff abide by the new Code of Conduct policy
- Family & Staff culture is appreciated and shared with children and acceptance of differences is modelled.
- Italian program is extended throughout the Kinder program by two educators who are able to speak Italian.
- Admin roles are increasing as required for staff to have time to properly carry out their duties.
- Cohesive team and strong communication between staff. Children in all groups get to know all staff as relief staff are sourced from current staff.
- Valued staff, supported to continually develop/upskill.
- Communication book for staff to document information about the Children and the Program to ensure communication between staff.

Key improvements sought for Quality Area 4

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|----------------------------------|--|
| Standard/element 4.2.2 | Professional standards |
| | Identified issue To be more inclusive and ethical |

Improvement plan

| Standard/ element | Issue identified during self- assessment | What outcome or goal do we seek? | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when? | Progress notes |
|----------------------|--|-------------------------------------|---------------------|--|-----------------|---------------|--|
| 4.2.2 | To be more ethical | Supporting Charities | M | Ask families about what charities they want to support each year. | | Ongoing. | The kinder support the Asylum Seeker resource centre during the year. We also support the Daniel Morcombe Foundation. Also support the St Kilda Mums organisation. |
| 4.2.2 | To be more ethical | Inform families about their Rights. | M | Hand out the Declarations of the rights of the child to families each year. | | ongoing | |
| 4.2.2 | To be more ethical | Inform children about their Rights | M | Books/puzzles on the rights of the child to be collected and add to resources. | | ongoing | |
| 4.2.2 | To be more inclusive | Formalise our inclusions policies | M | Look at our Staff Policy and makes some changes that include inclusion. | | December 2021 | |

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

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|---|--|---|
| 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. |

National Law and National Regulations underpinning Quality Area 5

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 5 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

| National Law and National Regulations | | Associated element |
|---------------------------------------|---|---------------------|
| Section 166 | Offence to use inappropriate discipline | 5.1.1, 5.1.2, 5.2.2 |
| Regulation 155 | Interactions with children | 5.1.1, 5.1.2, 5.2.2 |
| Regulation 156 | Relationships in groups | 5.2.2 |

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

| | |
|-----------|---|
| Strengths | <ul style="list-style-type: none">• Educators create and encourage an atmosphere and community that is relaxed, happy, positive and supportive.• Educators and children engage in high quality interactions and experiences.• Educators develop a strong sense of belonging with the children within the kinder community.• Educators respond positively and appropriately to children's needs, interests, requests, questions and responses to guide play, interactions and learning/development.• There are both planned and spontaneous experiences, and routines/transitions in each session are guided by both children and educators• Educators support, listen, engage and respect the children as they develop and maintain strong relationships with each child.• Educators use progressive meals/lunch as an opportunity to sit and talk with children while eating and role modelling appropriate practices.• Educators observe and collaborate with children to decide what learning experiences to provide, ensuring children have a voice.• Educators promote a sense of community within the service.• Educators support children's social and emotional development, such as initiating interactions, joining in play scenarios, recognising their own and other's emotions; learning how to manage their emotions and how to play with other children.• Educators help children to recognise feelings in themselves and others, to listen to other's points of view and ideas, problem solve collaboratively.• Educators acknowledge how children feel and reassure them positive and negative emotions are normal.• Educators work with children to resolve conflicts and help them to develop the skills needed to resolve conflicts with others.• Educators use positive language, facial expressions and tones when redirecting or discussing behaviour with children.• Educators work with families to guide children's behaviour and support their learning and development eg. Summative assessments mid year and transition reports.• Educators use outside services to support children and their families.• Educators use a consistent approach to help manage and regulate children's behaviour to support conflict/resolution.• Educator support collaborative learning amongst peers.• Non gendered language is used.• Focus on children's strengths.• Staff listen to the children - not only words but actions, body language & interactions.• Incidental conversations with children using books, puzzles and other resources to challenge & support their ideas.• Staff support families to work through behavioral and development issues. |
| | |

Key improvements sought for Quality Area 5

Improvement plan

| Standard/ element | Issue identified during self- assessment | What outcome or goal do we seek? | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when? | Progress notes |
|----------------------|---|---|---------------------|--|--|----------|----------------|
| 5.1.2 | The rights of the child are discussed on a regular basis and this is embedded into the services | Conversation during staff meetings around the dignity and rights of the child at the service. | H | Monthly staff meetings. | Critical reflective conversations/adding changes into the program. | Ongoing. | |

| Standard/ element | Issue identified during self- assessment | What outcome or goal do we seek? | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when? | Progress notes |
|--|--|--|---------------------|---|---|----------|----------------|
| 5.1.1 Positive educator to child interactions | 17/6/22 Opportunity identified to increase the use of strength based language in relation to policies around aboriginal children. | Policies using strength based language | H | Update Policies and for Staff to use strength based language. | Up to date policies using Strength based language | Ongoing | |

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. |

National Law and National Regulations underpinning Quality Area 6

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 6 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

| National Law and National Regulations | | Associated element |
|---------------------------------------|---|--------------------|
| Section 175 | Offence relating to requirement to keep enrolment and other documents | 6.1.3, 6.2.1 |
| Regulation 157 | Access for parents | 6.1.1 |

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

| | |
|-----------------------------------|---|
| Strengths | <ul style="list-style-type: none">● Well organised committee and staff — Educators of the kindergarten greet everyone every day; information evenings and orientation sessions for children and parents before kinder starts; Family orientation day the year before children start, Interview/orientation days at start of year, annual survey for feedback and analysis; educators or committee members always available for questions; subcommittees formed for any and all concerns or complaints; twice quarterly committee meetings to stay on top of issues; permanent and paid support staff.● Family run kindergarten and all families invited to be involved and contribute in all decision-making processes — Parents encouraged to join the Committee, participate in the classroom (parent helper), participate in working bees; share different cultures or foods and special friends/Harmony days.● Strong vehicles of communication — Welcome packs, quarterly newsletters, detailed website, parent app (Kinder Hub), family updated emails, notice boards and accessible educators and Committee members; medication and accident reporting books at sign in/out book; detailed policy and procedure book for all parents.● Small library of books available for parents to borrow● Strong ties to the local community — The staff are establishing relationships with other local schools (such as Caulfield Grammar and Ripponlea Primary), the fundraising committee is also establishing relationships to hold events such as fun runs, trivia night, replay festival, welcoming picnic/end of year celebrations. Strong relationship with the volunteers at Ripponlea Estate (bush kinder)● Strong links are maintained with preschool field officers, early intervention services, other local kindergartens and local primary schools.● Welcome environment — Environment welcomes and includes all children and their families; class representatives encourage relationship building; working bees improve the physical environment and encourage parents to socialise; strong fundraising efforts to finance extra projects and build a sense of community.● Safety of children is paramount — signed release forms for onsite/offsite.● Inclusive environment for children with special needs, religious beliefs and languages — multiple languages/cultures in each group.● Special persons day conducted in evening to encourage greater attendance.● The kinder welcomes work experience students.● Links established with local Maternal and Child Health Nurses.● Staff meet families prior to commencement of Term 1 to discuss each child;s needs interests and family goals.● Staff adapt to changing environment and support families (Online sessions with Psychologist for example)● Staff keep families up to date on relevant community activities. |
| Standard/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. |

| | |
|-------------------------|---|
| Identified issue | The Kindergarten has limited space to display information about community services. When we place brochures outside they often get blown away in the wind. There is also limited wall space on which to pin up information. The space is scattered around so it is hard to create a dedicated hub for parent resources. |
| Identified issue | Due to limitations of undercover, outdoor space a more suitable and up-to-date way to communicate with families needs to be created. |
| Identified issue | Due to COVID restrictions, a virtual tour was filmed and uploaded to our website. |
| Identified issue | Due to COVID and Sustainability – all enrolment forms have been uploaded digitally. |

Key improvements sought for Quality Area 6

Improvement plan

| Standard/ element | Issue identified during self-assessment | What outcome or goal do we seek? | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when? | Progress notes |
|----------------------|--|-------------------------------------|---------------------|--|--|-------------|---|
| 6.1.3 | Difficulty in finding space to display information about relevant community services and resources to support parenting and family wellbeing. Things get blown away outside. | Space to display this information | M | When the pergola is built we hope to have more space | Space to display information | 2022 | Works to commence December 2020. Pergola has been built and final defects being addressed. New website live as of June 2021 |
| 6.1.3 | Finding an alternative, more up-to-date way of communicating with parents about their children | Develop a Parent App | H | Research and test new Parent App. | Develop an online tool for parents to view photos and daily activities about their child | Term 2 2019 | Introduced in term 2 2019. Kindyhub app implemented. Follow up usage and seek parent feedback through 2021 survey. |

| | | | | | | | |
|-----------|--|---|---|--|--|-------------|---|
| | | | | | | | 38/50 families happy with Kindyhub & 5 families haven't used it. |
| 6.1.3 | COVID access restrictions for 2021 enrolments. | Virtual tour created and uploaded on our Website | H | Putting a slideshow together of photos from the past. | Short video to be viewed by prospective parents and the community, to boost potential enrolments for 2021. | Term 4 | Completed and uploaded T4. |
| 6.1.3 | Due to COVID and Sustainability reasons all Enrolment forms are now online | Enrolment forms online to be completed before the enrolment process in T4 | H | Upload all forms onto Google docs | All enrolment forms are now on Google Docs for easy application, transition, and to save on costs | Term 4 | Completed |
| 6.1 & 6.2 | Opportunity for improvement identified to showcase the facilities & program post covid restrictions, renovations & roll out of new timetable | Increased family engagement and community awareness | M | <ul style="list-style-type: none"> *Review current social media presence * Determine appropriate content with CoM * Communicate new timetable * Promote enrolments | <ul style="list-style-type: none"> * Implementation of updated timetable ** New website *** Update social media content | End of 2022 | <p>Nov '21 - New website live and links working</p> <p>April '22 - Social Media and website reviewed by Marketing Officer. Content updates presented to CoM</p> |

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 direction 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. |

National Law and National Regulations underpinning Quality Area 7

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 7 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

| National Law and National Regulations | | Associated element |
|---------------------------------------|--|--------------------|
| Section 21 | Reassessment of fitness and propriety (provider approvals) | 7.1.2 |
| Section 51(2) | Conditions on service approval (FDC co-ordinators) | 7.1.2, 7.1.3 |
| 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 | 7.1.2 |
| 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 |
| Section 163 | Offence relating to appointment or engagement of family day care co-ordinators | 7.1.2, 7.1.3 |
| Section 164 | Offence relating to assistance to family day care educators | 7.1.2 |
| Section 164A | Offence relating to the education and care of children by family day care service | 7.1.2, 7.1.3 |
| Section 165 | Offence to inadequately supervise children | 7.1.2 |

| | | |
|-------------|---|-------|
| Section 166 | Offence to use inappropriate discipline | 7.1.2 |
|-------------|---|-------|

| National Law and National Regulations | | Associated element |
|---------------------------------------|---|--------------------|
| Section 167 | Offence relating to protection of children from harm and hazards | 7.1.2 |
| Section 168 | Offence relating to required programs | 7.1.2 |
| Section 169 | Offence relating to staffing arrangements | 7.1.2 |
| Section 170 | Offence relating to unauthorised persons on education and care service premises | 7.1.2 |
| 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 |
| Section 174A | Family day care educator to notify certain information to approved provider | 7.1.2, 7.1.3 |
| Section 175 | 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 |

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| Section 269 | Register of family day care educators, coordinators and assistants | 7.1.2 |
| Regulation 31 | Condition on service approval-quality improvement plan | 7.2.1 |
| National Law and National Regulations | | Associated element |
| Regulation 55 | Quality improvement plans | 7.2.1 |
| Regulation 56 | Review and revision of quality improvement plans | 7.2.1 |
| Regulation 158 | Children's attendance record to be kept by approved provider | 7.1.2 |
| Regulation 159 | Children's attendance record to be kept by family day care educator | 7.1.2 |
| Regulation 160 | Child enrolment records to be kept by approved provider and family day care educator | 7.1.2 |
| Regulation 161 | Authorisations to be kept in enrolment record | 7.1.2 |
| Regulation 162 | Health information to be kept in enrolment record | 7.1.2 |
| Regulation 163 | Residents at family day care residence and family day care educator assistants to be fit and proper persons | 7.1.2 |
| Regulation 164 | Requirement for notice of new persons at residence | 7.1.2 |
| Regulation 165 | Record of visitors | 7.1.2 |
| Regulation 166 | Children not to be alone with visitors | 7.1.2 |

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| Regulation 167 | Record of service's compliance | 7.1.2 |
| Regulation 168 | Education and care service must have policies and procedures | 7.1.2 |
| Regulation 169 | Additional policies and procedures—family day care service | 7.1.2 |
| National Law and National Regulations | | Associated element |
| Regulation 170 | Policies and procedures to be followed | 7.1.2 |
| Regulation 171 | Policies and procedures to be kept available | 7.1.2 |
| Regulation 172 | Notification of change to policies or procedures | 7.1.2 |
| Regulation 173 | Prescribed information to be displayed | 7.1.2 |
| Regulation 174 | Time to notify certain circumstances to regulatory authority | 7.1.2 |
| Regulation 174A | Prescribed information to be notified to accompany notice | 7.1.2 |
| Regulation 175 | Prescribed information to be notified to regulatory authority | 7.1.2 |
| Regulation 176 | Time to notify certain information to regulatory authority | 7.1.2 |
| Regulation 176A | Prescribed information to be notified to approved provider by family day care educator | 7.1.2 |
| Regulation 177 | Prescribed enrolment and other documents to be kept by approved provider | 7.1.2 |

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| Regulation 178 | Prescribed enrolment and other documents to be kept by family day care educator | 7.1.2 |
| Regulation 179 | Family day care educator to provide documents on leaving service | 7.1.2 |
| Regulation 180 | Evidence of prescribed insurance | 7.1.2 |
| Regulation 181 | Confidentiality of records kept by approved provider | 7.1.2 |
| National Law and National Regulations | | Associated element |
| Regulation 182 | Confidentiality of records kept by family day care educator | 7.1.2 |
| Regulation 183 | Storage of records and other documents | 7.1.2 |
| Regulation 184 | Storage of records after service approval transferred | 7.1.2 |
| Regulation 185 | Law and regulations to be available | 7.1.2 |
| Regulation 344 Tasmania | Working with vulnerable people registration – 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 | 7.1.2 |

Quality Improvement Plan for Quality Area 7

Summary of Strengths

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| Strengths | <ul style="list-style-type: none">• We have a Nominated Supervisor/Education Leader who manages the staff and leads the curriculum.• Kinder employs a bookkeeper and cleaner.• There is a strong Committee, comprising parents whose children attend the kindergarten. Committee members attend ELLA training sessions and are port Supported by ELLA's services.• The Kindergarten employs an administrative officer, who helps the committee and the Director managing the kindergarten. This helps provide continuity for staff when committee members turnover.• There is a formal induction process for all staff, including relief staff. The induction folder includes information on the kindergarten's philosophy, National Quality Standards, code of ethics, position descriptions, and professional standards.• There is continuity of staff, because staff turnover is low.• The Education Leader develops a curriculum based on the Victorian Early Years Learning and Development Curriculum and in conjunction with other staff. Th Curriculum/learning intentions are updated when the cycle is complete• All educators have a performance review with the Director/VP Staffing to discuss areas for development. Staff use this to choose courses or Educational Leader guides professional development.• Records (enrolment, medication administration, incidents) are appropriately filed and stored.• There are appropriate procedures for requests for resources, leave and professional development, and for recruiting new staff.• The committee and staff use Goggle Doc instead of usb's to store information.• There are detailed policies on our website and policies are updated regularly. |
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Key improvements sought for Quality Area 7

Improvement plan

| Standard/ element | Issue identified during self- assessment | What outcome or goal do we seek? | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when? | Progress notes |
|----------------------|--|-------------------------------------|---------------------|--|-----------------|----------|----------------|
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Amendment Register

| New Version | Previous Version | Overview of changes |
|---------------|------------------|--|
| May 2021 | September 2020 | General housekeeping updates; *operating hours *additional info p2 *people responsible for QIP *amendment register added * Updated progress notes on goals 1.1.1, 2.2.1 and 3.1.1 |
| December 2021 | May 2021 | <ul style="list-style-type: none"> Updated progress notes for element 1.1.1 regarding embedding indidigenous programs into the program Updated progress notes for element 2.2.1 to recognise Covid-19 restrictions Included reference to 2021 Parent Satisfaction Survey responses Details of 2 open grants (sunshades and landscaping) added to 3.1.1 Made note of new website (6.1.3) and Kindyhub engagement QIP reviewed as part of Staff Professional Development Day *2.1.1 Removed identified OHS issue with mats for rest time. Issues have been addressed and the solution of smaller mats is satisfactory. * Reviewed and updated strengths Quality Area 2, Standard (dot points 23-42 added) * Opportunities identified for standard 2.1.1, 2.1.3, 2.2.1, 2.2.2, 2.2.3 * Reviewed and updated strengths Quality Area 3(dot points 9-17 added) * Opportunities identified for standard 3.1.1 & 3.2.3 * Grants - updated landscaping/sunshade project (3.1.1), accessible bathroom (3.2.3) and kitchen upgrade (3.1.1) |

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| | | <ul style="list-style-type: none"> * Reviewed and updated strengths Quality Area 4 (dot points 16-27 added) * Opportunities identified for standard 4.1.1 & 4.1.2 * Reviewed and updated strengths Quality Area 5, Standard 5.1.1 (dot points 19-23 added) * Opportunities identified to review the Kinder Philosophy with the Committee of Management. Updated, approved philosophy included in the December QIP update * Reviewed and updated strengths Quality Area 6 (dot points 10-15 added) * Opportunities identified for standard 6 |
| July/August 2022 | December 2021 | <p>General housekeeping updates;</p> <ul style="list-style-type: none"> * Operating hours * Key Kindergarten dates <p>* Updated kitchen and bathroom works progress and added IT grant (Refer to March - July CoM minutes)</p> <ul style="list-style-type: none"> * Added References & Resources section below amendment register * Reviewed and updated strengths Quality Area 2 * Removed completed goals and added new ones based on Staff Professional Development Day held 17/6/22 * Opportunities identified for standard 2.1.1, 2.1.3 & 5.1.1 |
| Sept 2022 | July/August 2022 | <ul style="list-style-type: none"> * New goals added under Quality Area 1 (Reference July & August Staff meeting minutes) |
| Dec 2022 | Sept 2022 | <ul style="list-style-type: none"> * Update to Area 2 Children's Health and Safety. New medication packs. * Update to Area 4 regarding Communication book as 2023 brings a new structure |
| Feb 2023 | Dec 2022 | <ul style="list-style-type: none"> ● Update President details ● Update hours to 8.30am - 4pm Monday to Friday ● Increase the number of educators ● Update key calendar dates under 'Additional info' ● Update progress notes to applicable projects from January 2023 CoM meeting |

References & Resources;

Ripponlea Kindergarten Parent Handbook

Ripponlea Kindergarten Policies (available via the website)

Table of Policy changes

AGM Minutes

CoM Minutes

Sub committee minutes for changes to Kinder Program 2023

Parent Survey Results 2021 & 2022

[ACECQA](#)

[two-years-of-quality-kindergarten-evidence-fact-sheet.pdf \(education.vic.gov.au\)](#)