



Australian Children's
Education & Care
Quality Authority



Quality Improvement Plan

2017

Service details

Service name	Service approval number
Hackney Kindergarten	SE-00010449 Assessment and Rating ID: ASR-00012782
Primary contact at service	
Robyn Molyneux	CS-00011202
Physical location of service	Physical location contact details
Street: 68 Richmond Street Suburb: College Park State/territory: South Australia Postcode: 5069	Telephone: 08 83621536 Fax: 08 83627643 Email: DL.4620.leaders@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Approved Provider: Department for Education and Child Development Primary Contact: Trish Strachan Telephone: 08 8226 3463 Mobile: N/A Fax: 08 8226 0159 E-mail: DECD.NQFEnquiries@sa.gov.au	Name: Robyn Molyneux Telephone: 08 83790216 Mobile: 0438 396 758 Email: robyn.molyneux143@schools.sa.edu.au

Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8:15	8:15	8:15	8:15	Playgroup 9:30 – 11:00		
Closing time	15:45	15:45	15:45	15:45			

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 is available on Harrow Road and Richmond Street. There is no off street parking.

School Term Dates

	Term 1	Term 2	Term 3	Term 4
2017	30 Jan – 13 Apr	1 May – 7 Jul	24 Jul – 29 Sep	16 Oct – 15 Dec
2018	29 Jan – 13 Apr	30 Apr – 6 Jul	23 Jul – 28 Sep	15 Oct – 14 Dec

How are the children grouped at your service? How are the children grouped at your service?

All children are entitled to attend 15 hours of Preschool / Universal Access

Children attending Hackney Kindergarten are offered two full days of kindergarten.

ie. Group 1: Monday & Tuesday: 8:15 – 3:45 Group 2: Wednesday & Thursday: 8:15 – 3:45

Name and position of person(s) responsible for submitting this Quality Improvement Plan

Nominated Supervisor: Robyn Molyneux

(National Regulations 150 and 173.)

No. of educators: 6

Service statement of philosophy

We believe:

- Children are unique individuals who are capable, competent, co-contributors and active participants in their own learning.
- In developing genuine partnerships where Families and Early Childhood Educators value each other's knowledge of the child and communicate freely and respectfully with each other to ensure learning experiences are meaningful and learning outcomes achieved.
- In secure and respectful relationships which assist children to develop the skills and understandings they need to interact positively with others and appreciate themselves as learners.
- In recognising, respecting and valuing the multiple cultural ways of knowing, seeing and living and the importance of our own indigenous communities.
- In structuring indoor and outdoor environments to support children's learning by promoting opportunities for sustained shared thinking and collaborative learning, inviting open ended interactions, spontaneity, risk taking, exploration, discovery and connection with nature.
- In providing a play based learning environment which provides a balance between child initiated, child led, educator supported and intentional teaching. Opportunities exist for children to ask questions, solve problems, engage in critical thinking, explore, manipulate, discover, experiment and express themselves.
- That all children have the capacity to succeed, hold high expectations for their achievement in learning and are committed to equity.
- In continually seeking ways to build our professional knowledge and engage in critically reflective practice to gather information and gain insights that support, inform and enrich decision making about children's learning.
- That 'all living things are interconnected' (DEEWR 2009) and that as Early Childhood educators we have a responsibility to play an active and significant role in assisting young children to understand sustainability issues, concepts and practices.

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	<p>Educators at Hackney Kindergarten plan and implement an interactive learning environment which is based on the Early Years Learning Framework, 'Belonging Being Becoming' and focuses on children's physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning. Children are supported to develop a strong sense of wellbeing through secure, respectful, reciprocal relationships. These relationships enable educators to construct an engaging and stimulating environment with a deeper understanding of each child's strengths, capabilities, culture, interests and experiences. Practices are continually reviewed as we seek learning pathways which maximise children's engagement and involvement. Educators critically reflect on each child's learning, responses, parent partnerships and engagement. This reflection in turn impacts not only on our program, but on interactions, routines and communication and collaboration with Families.</p> <p>We strive to ensure our program is inclusive of all children. Educators continually reflect on individual children's interests and abilities and our role in intentionally providing a program which challenges and supports. Bilingual and inclusion support for children with disabilities is accessed to ensure these children have every opportunity to engage with the curriculum.</p> <p>Genuine partnerships with families are fostered by valuing each other's knowledge of the child and based on trust, good communication and shared decision making. Each child's learning and development is regularly discussed with Parents. Documentation in the form of a floor book about our current inquiry and learning is available near the entrance for Children to share with their Parents and Carers. Individual Learning Folders also provide information about each child's development, involvement and interests and are readily accessible for Parents. Each child's learning is documented and assessed as part of an ongoing cycle. ie Term 1: Letter to Parents with photos and information about each child's involvement and engagement in the kindergarten environment; Term 2: Parent Educator discussion with next steps collaboratively identified; Term 3: Children take home their Learning Folder to share with their family. Term 4: Statement of Learning. Assessment for children's learning occurs through documentation of children's involvement in the learning program, evaluation of their learning and development and future programming strategies.</p>
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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, confidence as learners and effectiveness as communicators.	
	Identified issue	<p>Educators continue to deepen their understandings of the Early Years Learning Framework and provide a program and environment which actively promotes Literacy, Numeracy, Wellbeing and STEM principles through the investigation of ideas, complex concepts and thinking, reasoning and hypothesising. Developing an understanding of and implementing the Literacy and Numeracy Indicators.</p> <p>Literacy – Focus on developing educator competence in promoting children's language development and sharing these understandings with Parents. Data re Levels of Questioning.</p> <p>STEM reflective question: How do we foster and make visible powerful learning and deeper engagement through STEM in the Early Years environment? (outdoor learning environment)</p>
Standard/element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	
	Identified issue	To improve the quality of documentation and depth of understanding to create a picture of the whole child which is inclusive of their development, culture and interests and use this information to program for each Child's learning.

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	To provide a program and environment which actively promotes Literacy, Numeracy, Wellbeing and STEM principles through the investigation of ideas, complex concepts and thinking, reasoning and hypothesising.” (EYLF)	H	<p>Promote the development of powerful learners through inquiry based learning opportunities which are founded on children’s interests and increase their abilities and understandings. STEM reflective question: How do we foster and make visible powerful learning and deeper engagement through STEM in the Early Years environment?</p> <p>Inquiry: How do we develop Educator capacity in reflecting with children on what and how they are learning. Use a range of developmentally appropriate strategies / scaffolds to facilitate the construction of deeper meaning.</p> <p>Intentionally develop an environment & teach understandings which promote wellbeing, literacy, numeracy & STEM.</p> <p>EYLF Outcome 1, 2 & 3 Wellbeing</p> <p>EYLF Outcome 4: Children are confident</p>	<p>All children engaged in the inquiry, expressing their ideas, hypotheses and wonderings.</p> <p>Educators continue to increase skills in developing the inquiry with the children. Educators becoming more competent in asking questions which promote children’s thinking, ability to problem solve and risk take to promote their own learning.</p> <p>STEM & the EYLF Reflection Tool</p> <p>To record each child’s progress regularly through observations & learning stories.</p> <p>RRR Wellbeing Scale. Children observed in Term 1 and Term 3.</p> <p>Numeracy: Documentation of each child’s numeracy understandings will provide evidence that it is increasing.</p> <p>Literacy: Documentation of each child’s literacy understandings will demonstrate an increase in knowledge and skills.</p> <p>Data: levels of questioning</p>	November 2017	<p>STEM principles and practices highlighted in the kindergarten environment and information shared with Parents.</p> <p>Use of Curriculum Planning Quilt to enable all Educators to note children’s interests for future planning – a more cohesive process for data collection across all staff.</p> <p>Numeracy: Educators attending professional development to further develop their understandings about the Numeracy Indicators.</p>

1.2.1	An ongoing cycle of planning, documenting and evaluating which creates a rich picture of the child and is used to inform teaching and learning.		<p>and involved learners. Implementing the Numeracy Indicators. EYLF Outcome 5: Children are Effective Communicators.</p> <p>Record children's ability to respond to 'Levels of Questioning' in Term 1 and Term 3.</p> <p>Documenting children's learning through Learning Stories.</p> <p>Reflective processes which encourage information /idea sharing between children, parents and staff.</p>	<p>Rich learning stories in addition to other data collection</p> <p>Children able to respond positively to Level 4 questions by the end of Term 3.</p>		<p>At Staff Meetings a 'review of the week' is record inclusive of children's learning, interests and development to inform planning for the following week.</p> <p>Letter to Child and Parents about observations during first few weeks of kindergarten.</p> <p>Parent / Educator discussions about child's learning & development and next steps identified in Term 2.</p> <p>Term 3 Learning Folders sent home at the end of Term.</p> <p>Statement of Learning in Term 4.</p>
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Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

Standard 2.1	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

Hackney Kindergarten strives to be inclusive of all children and has documented policies and procedures in place to support the inclusion of children with specific health needs that are informed by publications such as 'Health Support Planning'. Each child with additional health or dietary support requirements has a health care plan. Medications are stored in a dedicated pack, identifiable with their photo, name and details of medication and dosage required. All Educators have current First Aid, Anaphylaxis and CPR training certificates.

Families are informed of an infectious disease outbreak when it occurs. When infectious illnesses or outbreaks like head lice occur Parents are notified with written displays describing the illness and appropriate actions. The DECD provided document, 'You've Got What?' is used effectively to inform this process.

Hygiene practices like hand washing (particularly prior to eating and after toileting) are promoted as part of ongoing routines and modelled by Educators. Independence is promoted by ensuring children are able to reach and manage requirements for personal hygiene ie tissues.

We adhere to Sun Protection and Skin Protection Policies and support children to wear hats and apply sunscreen in the middle of the day.

We have a current Healthy Food Program in place that has been developed by the Educators, informed by Parents and the Governing Council based on 'Start Right Eat' Right. This policy is shared with Parents at Parent Information Meetings and regular reminders are included in newsletter. Parents are asked to pack all foods with an ice brick to ensure safe storage of food. Meal times are structured in a way that is relaxed and promotes social interaction among children and their educators. Educators model healthy eating habits.

Educators at Hackney Kindergarten have a strong focus on promoting and challenging physical skills.

All educators have undertaken Child Protection training and are aware of the 'Information Sharing Guidelines'. All educators, volunteers and Governing Council Members have completed RAN training.

Emergency evacuation procedures are practiced regularly. Two educators have current Fire Warden Training certificates.



Key improvements sought for QA2

Standard/element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	
	Identified issue	Continue to promote healthy eating to ensure all Parents / Caregivers are aware and the foods provided are nutritious and correspond to the Healthy Eating Policy.
Standard/element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.	
	Identified issue	Further develop Nature Play environment which encourages children outside and challenges their physical development. Promote each child's involvement in Risk Assessment.

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
2.2.1	All Children eating food as outlined in Healthy Eating Policy.		Provide Healthy Eating Policy and feedback sheets to Parents. Information provided for Parents through displays and in the Newsletter.	Children eating healthy food provided by families in their packed lunch and when cooking and eating food whilst at kindergarten.	Review each term.	Healthy Eating Policy shared with Families at initial parent information meeting; in discussion with Parents; available on the website and regularly included in Newsletters.
2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child. Children are encouraged to take measured risks in the outdoor learning environment as part of physical activity in the program.		Engage children in risk benefit assessments on experiences that are challenging to develop their understandings about risk taking and safe use of equipment and resources.	All children challenging themselves and taking measured risks in the outdoor learning environment.	Initial Risk assessments developed with children by end of March and continuing / revisiting throughout 2017	How can we record risk assessments with children so they can be revisited throughout the year?

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	<p>Hackney Kindergarten strives to provide an engaging, challenging, flexible, aesthetically pleasing learning environment that supports the inclusion of every child and promotes self-initiated play and inquiry.</p> <p>We have a philosophical focus on each child's right to access a natural outdoor learning environment during play. In March 2015 Hackney Kindergarten was chosen as one of the sites to receive a Preschool Outdoor Learning Area Grant. Considerable consultation between landscape architects, parents, educators and the wider community has resulted in a beautiful outdoor space which connects children with nature, invites curiosity and challenges physical skills.</p> <p>We ensure the environment and resources purchased are supportive of the service philosophy. Resources and materials provided can be used in a variety of ways and are organised to promote choice and extend children's participation in the program.</p> <p>Systems are maintained to ensure all equipment and resources are safe, in good condition and hygienic ie indoor and outdoor checklists are completed regularly and children's bathroom cleaned and noted on a proforma. The services of a professional cleaning company and maintenance personnel are engaged to ensure site is clean and safe. Working bees are held twice a year to maintain the outdoor area and replenish soft fall and sand.</p> <p>Sustainable practices are embedded in everyday routines ie vegetable garden, worm farm actively utilised, recycling paper, compost bins at fruit and lunch times. Children are meaningfully involved in learning experiences that maintain these practices. Educators model saving power and water.</p>
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Key improvements sought for QA3

Standard/element 3.1	The design and location of the premises is appropriate for the operation of a service.	
	Identified issue	Continue to monitor the safety of the Families crossing Harrow Road and Richmond Street with the G.C. and St Peters Council.
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	Further develop Nature Play ethos in the outdoor learning area inclusive of shaded areas and induct children and Parents into the area each year.
Standard/element 3.3.1	Sustainable practices are embedded in service operations.	
	Identified issue	Continue to develop environmentally sustainable practices and encourage recycling whenever possible and use of recycled resources.

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
3.1	Safe, visible crossing points for Families accessing the kindergarten. Barrier to prevent children from running directly on to the road.		Residents Win Grant to ensure kindergarten is more visible to motorists and crossings more user friendly for Kindergarten Families and residents.	Safe and visible crossing points. Street art highlighting the presence of our kindergarten.	ongoing	17/2: Meeting with Michael McKeown from Jensen Plus to clarify directions for Residents Win Grant. 17/: Meeting on at kindergarten to progress planning with council.
3.2.1	With Preschool Outdoor Learning Area Grant further develop Nature Play ethos in the outdoor learning area increasing shaded areas and inclusive of challenging and inviting components which meet regulation requirements.		Further develop Nature Play ethos in the outdoor learning area inclusive of shaded areas. Induct children and Parents into the area each year.	Engaged and challenged children. Safety check requirements met.	Preschool Outdoor Learning Area Grant allocation 2017	
3.3.1	Environmentally sustainable practices involving all children embedded in centre practices.		Educators further develop systems which promote sustainability. Invite NRM Educator to assist in further developing our sustainability focus.	All children and Families involved in Reduce, Reuse, Recycle. Outdoor learning area development design to consider aspects of sustainability – plant choice, water restrictions etc.		

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	<p>Educators at Hackney Kindergarten actively work towards developing strong professional relationships. Daily interactions convey respect, equity and recognition of strengths and skills. The allocation of specific roles recognise these strengths ie WHS, financial and administrative, archiving of documents and records and outdoor learning area development.</p> <p>All Educators have a strong focus on developing trusting relationships with Children and Parents on which teaching and learning is based.</p> <p>Effective strategies are in place to ensure successful teaching and learning is maintained and promoted. Critical reflection on planning and the delivery of the program occurs both formally and informally and is integral to Staff Meetings. Educators continually review pedagogy and collaborate to affirm, challenge, support and learn from each other. This promotes the further development of skills and improves practice and relationships. At staff meetings we reflect each week about: What has worked well...What was a challenge... As a staff team we continue to develop educator's connectedness, responsibility & understanding of site philosophy, goals and systems and all aspects of NQF.</p> <p>Educators are encouraged to further their studies and are financially assisted to attend professional learning opportunities through the training and development allocation in the budget. All Educators are trained in first aid, asthma, anaphylaxis and Responding to Abuse and Neglect. Staff also attend professional development to further develop skills which support the efficiency and effectiveness of the Centre. Ie WHS, Procurement Training Connections are continuing to be developed with Early Years educators in the Morialta Partnership learning community through the sharing of practices and pedagogy.</p> <p>Performance Development Plans based on National Teacher Standards are in place and reviewed regularly.</p> <p>Hackney Kindergarten exceeds regulatory requirements for educator qualifications and operates below child : staff ratio requirements.</p> <p>Staff Folder includes records of qualifications, criminal history screening, First Aid, RAN training. Also recorded on DECD Portal.</p>
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Key improvements sought for QA4

Standard/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.		
	<table border="1"> <tr> <td style="background-color: #e1f5fe;">Identified issue</td> <td>Focus on the development of professional learning communities between educators and across sites and the Morialta partnership. Continue to develop rigorous and sustainable ways of sharing and reflecting on practice.</td> </tr> </table>	Identified issue	Focus on the development of professional learning communities between educators and across sites and the Morialta partnership. Continue to develop rigorous and sustainable ways of sharing and reflecting on practice.
Identified issue	Focus on the development of professional learning communities between educators and across sites and the Morialta partnership. Continue to develop rigorous and sustainable ways of sharing and reflecting on practice.		
Standard/element 4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.		
	<table border="1"> <tr> <td style="background-color: #e1f5fe;">Identified issue</td> <td>Continue to build on the professional relationships and sense of connectedness across all parts of the organisation to more fully utilise each Educator's strengths and skills.</td> </tr> </table>	Identified issue	Continue to build on the professional relationships and sense of connectedness across all parts of the organisation to more fully utilise each Educator's strengths and skills.
Identified issue	Continue to build on the professional relationships and sense of connectedness across all parts of the organisation to more fully utilise each Educator's strengths and skills.		

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
4.2.2	Continue to focus on the development of professional learning communities between educators and across sites and the Morialta partnership.		Provide opportunities during Staff Meeting to reflect on practice and share professional learning. Develop rigorous and sustainable ways of sharing and reflecting on practice. Be actively involved in the Morialta Partnership professional learning community through sharing of practices and pedagogy.	All Educators challenging, supporting and learning from each other both at Site and Partnership level. Teachers actively involved in Morialta Teachers PLC. Early Childhood Workers involved in Morialta PLC.		Teacher Network Meetings each term. ECW Network Meeting focussing on Restorative Justice.
4.2.3	Recognition and utilise each Educator's strengths and skills.		Discussion and performance management practices to identify each educator's interests, strengths and skills and how they can best be utilised.	All educators responsible involved and connected to site philosophy, goals and systems. Staff share their strengths, interests and skills.	Term discussions.	



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	<p>Educators at Hackney Kindergarten strongly believe in developing responsive, respectful relationships with children which promote each child's sense of security and belonging, enabling them to explore the environment and engage in learning with increasing confidence and resourcefulness. Our philosophy statement provides a foundation for our pedagogy. (Our approach to working with young children and their families.)</p> <p>Children's voice is evident both in the program and throughout the kindergarten environment. From quotes reflecting on their learning in the floor book to risk management discussions where they create their own safe practices.</p> <p>Discussions about individual children occur spontaneously through daily conversations, are integral to staff meetings and documented with follow up actions or plans. Critical reflection of the educational program and our pedagogy is undertaken to ensure they are responsive to the child and group.</p> <p>The Child Protection Curriculum is implemented throughout the year to empower children in their interactions with others.</p> <p>The daily learning sequence is organised to enable longer uninterrupted play for children to explore their learning environment and educators to interact with individual children, engage in their learning and develop deeper understandings about their interests, knowledge and skills.</p> <p>Hackney Kindergarten has effective policies in place to guide children's behaviour. Behaviour guidance is always carried out from within our relationship with the child and is respectful.</p>
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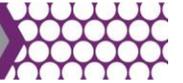


Key improvements sought for QA5

Standard/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.	
	Identified issue	Documented evidence that every child is engaged in positive, responsive interactions with educators that support the development of learning and life skills.
Standard/element 5.3.2	Each child is supported to manage their behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	
	Identified issue	Some children experience difficulty in managing their own behaviour and communicating appropriately to resolve conflicts.

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
5.1.2	Evidence that every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.		Developing respectful, trusting relationships with each child. Use of RRR Wellbeing / relationship scale with children of concern.	Documented evidence that every child is engaged in positive, responsive interactions with educators that support the development of learning and life skills.	Review each term.	Continually review which children are having a voice and who we are observing. Monitor and track.
5.3.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.		Including children in the decision making about safety and behaviour management. Investigate PD opportunities and other approaches to developing self-control. Ie Executive Functions	All children actively engaged and involved in accessing the programme.		Children who are finding it challenging to access the program are identified through observation. Educators reflect on these at staff meetings and possible lines of development identified.



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	<p>Hackney Kindergarten strives to build genuine, respectful partnerships with families. Educators prioritise building relationships with Families and regularly greet and share information about each child with Parents.</p> <p>Parents share in the decision making about each child's learning and wellbeing from initial Parent Information and informal conversations to co-developing the next steps in the Individual Learning Plan in the child's 2nd term of kindergarten. Parent comments are invited in response to their child's learning and development throughout the child planning cycle documentation. More formal feedback is sought through the Parent Opinion Survey in Term 3. A Suggestion Box is provided for general suggestions, ideas and comments.</p> <p>Families enrich the kindergarten program by sharing their professions, hobbies, cultures and cooking with the children throughout the year. Parents contribute not only through Governing Council membership but also at events like Welcome Night, Disco, Movie Night and walks in the community and excursions.</p> <p>To assist their orientation to kindergarten all families are invited to a Parent Information and enrolment meeting. Three meeting times are offered at varying times and dates to maximise opportunities to attend. Three transition visits are provided in Term 4 to assist children to develop some familiarity with educators, routines and the environment.</p> <p>DECD Support Services are accessed to support children and families. Relationships with outside agencies like Child Youth Health Services, OT Students, Novita and Autism SA are established for inclusive approaches with children. Families are involved in interagency meetings.</p>
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Key improvements sought for QA6

Standard/element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.	
	Identified issue	Parent participation in the program could be strengthened. We are looking to find other opportunities to involve families.
Standard/element 6.3.4	The service builds relationships and engages with their local community.	
	Identified issue	Link with local community and Council to work on Residents Win Project

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
6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.		Offer opportunities for Parents / Carers and Family members to be authentically involved in the kindergarten program.	Parents / Carers involved in the kindergarten program. More discussions with Parents to inform each child's learning outcomes	Review each term.	Term 1:
6.3.4	Link with local community and Council to work on Residents Win Project		Strengthen connections with local community	Residents Win Project completed successfully with a safer access to the kindergarten.		

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	<p>Hackney Kindergarten has a written philosophy that was developed with the Educators and Governing Council. This philosophy was reviewed in February 2017 and is considered both within everyday practice and when evaluating programs and practices.</p> <p>Leadership in the curriculum area is shared and enacted through regular staff meetings where we continuously reflect on improving practice. The sharing of our collective teaching knowledge and the new understandings gained through professional learning promotes and sustains our professional learning community. Part time educators are financially assisted to attend staff meetings. Staff meetings minutes are recorded.</p> <p>All educators participate in regular performance development meetings where learning goals based on the Quality Improvement Plan, DECD initiatives and personal interest are developed and agreed upon in support of professional growth and development.</p> <p>Governance, legislative and DECD directives to support and manage the service have become more explicit resulting in the development of detailed Induction processes for staff, relief staff, students and volunteers; recording of DCSI informed consent screenings and RAN training for all Governing Council members and volunteers.</p> <p>Hackney Kindergarten has appropriate governance in place as stated by DECD policies and the kindergarten constitution. The Governing Council meets twice a term. At these meetings reports are presented and feedback invited on curriculum development, policies and procedures, the Quality Improvement Plan and future improvements identified.</p>
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Key improvements sought for QA7

Standard/element 7.2.3	An effective self-assessment and quality improvement process is in place
Identified issue	Strengthen this process by including consultation with families, children, staff and the community.
Standard/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.
Identified issue	Ensure all Educators are familiar with IRMS and Child Protection procedures.

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
7.2.3	Comprehensive induction of educators and staff members		Induction Folder inclusive of NQS and DECD requirements as well as site contextual information to induct staff, relief staff, volunteers and contractors.	Shared responsibilities between staff members Clear induction processes for all people on site ie staff, volunteers, contractors and Parents	April 2017	Check folder each term and ensure information is current.
7.3.2	A meaningful and useful Quality Improvement Plan that is developed in authentic consultation with children, families, staff and the community.		Parent / Governing Council discussion	The QIP is informed by a variety of perspectives and is a meaningful working document which evidences our quality improvement.		Regularly review with Staff. Develop ways of communicating QIP improvement or challenges to Families.ie regularly through newsletters.