QUALITY IMPROVEMENT PLAN MOUNT PLEASANT AND DISTRICTS KINDERGARTEN 2014 Version

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE

STRENGTHS:
Curriculum is developed within the principles, practice and learning outcomes of the Early Years Learning Framework through:

- Individual learning plans written with children, BBB stories, summative reports, profile books, display of planning long uninterrupted periods of child initiated play (1.1.4 and 1.1.3)
- Established routine, yet flexible according to children’s needs/requirements (1.1.3)
- Staff discuss daily reflections regarding children’s interests, ideas and learning; and further planning (1.2.1 and 1.2.3)
- Children driving the program and having access to resources as determined by the children (1.1.6)
- Intentional teaching facilitates child driven curriculum (1.2.2)
- Implementing the Child Protection Curriculum (1.1.1 and 1.1.6)
- Introducing the Jolly Phonics program and daily Brain Gym

Information of each child’s knowledge, ideas, culture, abilities and interests is collected through pre-entry meetings, informal conversations with parents and observing, listening and talking with children for sustained periods of time (1.1.2)

Our philosophy statement states that every child is supported to participate as a valued member of the group (1.1.5)

AREAS IDENTIFIED FOR IMPROVEMENT:
Monitoring the planning and reflection cycle for every child
Opportunity as a staff team to reflect and refine planning, implementation and reflection processes in place

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<thead>
<tr>
<th>Standard/Element</th>
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<th>How Will We Get There?</th>
<th>Priority</th>
<th>Success Measure</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.1.1 1.2.1 1.2.3</td>
<td>Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation Each child’s interests form the basis of the program</td>
<td>Continue with individual folders of the children. Observations of children regularly documented. Ensure children’s voice in part of the planning cycle eg. Use jottings, children’s comments on work samples Professional development for Staff. Discussions as a staff team to refine cycle. Newsletters inform parents about use of portfolio, program etc.</td>
<td>H</td>
<td>Documentation of children’s learning regularly updated in portfolios. Portfolios demonstrate children’s learning, development and progress (ILP) Centre displays of learning made visible Positive parent opinion/comment on children’s learning.</td>
<td>Ongoing all 2014</td>
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PROGRESS NOTES:
2013 - Attended ‘meaningful assessment’ delivered through Lady Gowrie and ‘Statement of Learning’ workshop to inform our educational reporting (1.2.1)
Feb. 2014 – Set up floor book to make children’s learning more visible to parents. Parents/children already using this and comments are favourable.

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY

STRENGTHS:
- 2.2.2 Physical activity is promoted – the large outdoor play area at this site caters for this.
- 2.2.1 Healthy eating is promoted – ready access to water and timer set every hour to remind children to have a drink.
- Resources available for parents to borrow on healthy eating and cooking.
- Staff act as role models supporting our healthy eating policy. Red category foods are encouraged to be taken home to be eaten.
- Families and children encouraged to label and put foods that require refrigeration into the fridge e.g. yoghurt, cheese, meat etc.
- Staff trained in anaphylaxis, asthma and First Aid
- . Allergy list displayed in office and in First Aid cupboard.
- 2.1.2 Appropriate opportunities for relaxation and comfort - children provided discreetly with clean and appropriate spare clothes when they need them.
- Reminding children that need support to recognise their bodily needs (drinking, toileting, resting).
- 2.1.3 – Safe operating procedures for handling bodily fluids and hand washing procedure information is displayed
- 2.1.4- Display notifications of infectious diseases on the notice board when required.
- Parents notified of injury or trauma within 24 hours and details recorded in the accident reports folder in the first aid cupboard. Recorded in IRMS within 24 hours if required
- 2.3.1 – Children are appropriately supervised at all times by being in sight and/or hearing of an educator of all times
- 2.3.3 - All staff and children use practice emergency evacuation procedures twice a term. These are diarised and recorded in Business Manager
- 2.3.4 Staff have completed Child Protection training

**AREAS IDENTIFIED FOR IMPROVEMENT:**

Supervision of children for safety

Intergrade risk assessment process into daily operation of the Centre to ensure safe, secure environment and learning opportunities...

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<tr>
<td>2.3.2</td>
<td>Risk assessments are regularly conducted and tasks implemented</td>
<td>H</td>
<td>Identify possible Risk assessment situations and conduct assessment. Set up RA folder. Familiarise staff with RA process and templates etc. Review RA as necessary.</td>
<td>Risk benefit assessments are regularly documented Risk Assessment process indicates safe environment eg. Less incidents/accidents</td>
<td>Process set up T1 Review T2 Ongoing</td>
</tr>
<tr>
<td>2.3.1</td>
<td>The centre environment is secure and safe for children and adults.</td>
<td>H</td>
<td>Work with DECD facilities with identified building/environment concerns</td>
<td>Fencing meets regulations Change room door replaced to ensure visibility</td>
<td>T2</td>
</tr>
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</table>

**PROGRESS NOTES:**

**QUALITY AREA 3: PHYSICAL ENVIRONMENT**

**STRENGTHS:**

3.1.1 Playground safety regulations researched re how high children climb trees & attached hazard tape to this height on appropriate climbing trees. Gym mats are placed at the base of the trees while children climb.
- Softfall replenished to 30cm soft depth as per regulations in all areas required
- Blinds installed on verandah for sun protection in summer and rain and wind protection in winter.
- Edible gardens and rock ponds installed as part of the outdoor learning environment abiding by DECD water safety policy
3.1.2 - Furniture and play areas cleaned regularly as per the daily cleaning roster for parents, and an end-of-term clean-up conducted by staff and parents.
- Yard checked daily for hazards and eggs
3.1.3 Staff create and continuously adapt the indoor and outdoor environments to meet the needs and interests of all groups of children
3.2.1 – Outdoor and indoor spaces offer both built and natural structures
- Routine activities such as toileting if required and eating times are opportunities for positive interactions and social engagement
- an indoor space is available for relaxation and rest

3.2.2 – The outdoor environment is flexible and can be rearranged or adjusted to meet changing interest, or provide variety and challenge
- The outdoor environment is challenging and allows children to take appropriate risks

3.3.1 - Recycling and garbage bins provided in multiple areas indoors and outdoors
- Food scrap, compost and rubbish bins are provided at eating areas. Children participate in the appropriate sustainability practices for each bin.

3.3.2 - Children involved in vegie garden establishment and maintenance. Garden produce is used for preparing food and cooking with the children
- Children are supported to build a sense of responsibility for caring for the kindergarten pets

- Procedures for requesting maintenance, preventative maintenance and minor works with DTEI Building Management Facilities Services Office undertaken as required

**AREAS IDENTIFIED FOR IMPROVEMENT:**
Embed sustainable practices

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<tr>
<td>3.3.1</td>
<td>Use of recycled resources needs to be embedded in daily routines and practices. Embed sustainable practices into Centre program</td>
<td>L</td>
<td>Continue with current practices eg. Scrap containers for chooks, vegetable garden, worm farm, use of resources.</td>
<td>Children’s involvement Documentation Parent comment.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>3.3.2</td>
<td>Use of recycled resources needs to be embedded in daily routines and practices. Embed sustainable practices into Centre program</td>
<td>L</td>
<td>Continue with current practices eg. Scrap containers for chooks, vegetable garden, worm farm, use of resources.</td>
<td>Children’s involvement Documentation Parent comment.</td>
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**PROGRESS NOTES:**
Orange ladder/bridge not currently in use – stored behind the bottom shed (3.1.12)

**QUALITY AREA 4: STAFFING ARRANGEMENTS**

**STRENGTHS:**
4.1.1 – Educator- to-child ratios and qualification requirements are maintained throughout the day, including during educator’s meal breaks and administration time
4.2.1 – Professional Standards for Teachers and Principals, the services statement of philosophy, EYLF and NQS are used to guide performance management, practice, interactions and relationships
- The nominated supervisor is displayed
4.2.2 and 4.2.3 – Professional development to further develop skills of educators is guided by performance management meetings and the site improvement plan
- All staff members share a democratic work environment sharing tasks and responsibilities and offering assistance and support to each other

**AREAS IDENTIFIED FOR IMPROVEMENT:**
To develop staff reflective practise and processes

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<td>4.2.2</td>
<td>Staff are regularly involved in reflective conversations which affirm and challenge their practice</td>
<td>L</td>
<td>Regular times to meet as a team Document all conversations Prof development process Use RRR to support reflective practise</td>
<td>Staff feedback RRR scales Documentation of conversations</td>
<td>Set up T2 Ongoing.</td>
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**PROGRESS NOTES:**
4.2.2 Janet sought staff feedback for her performance management notes 2012

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN

STRENGTHS:

5.1.1 – The service has a relaxed and happy atmosphere and every child is able to engage
5.1.2 – Staff collaborate with children about routines and experiences, for example flexible eating times
   Staff use open questioning and reasoning, predictive and reflective language
5.1.3 – Children are encouraged to participate with set-up and tidying up of indoor and outdoor areas
   Staff support children to settle in to the daily routine if needed, and encourage children to show kindness and compassion to their peers
5.2.1 – Staff create opportunities for peer scaffolding. Children are encouraged to model and assist each other with routines and play.
5.2.2 – Staff assist and support children to negotiate roles and responsibilities in their play and collaborative projects
5.2.3 – Staff are positive when redirecting children’s behaviour, acknowledge when children make positive choices and react calmly and reassuringly to distressed, angry or frustrated children.

AREAS IDENTIFIED FOR IMPROVEMENT:
DECD focus on Child Protection Curriculum.
Educator updates re. delivery of curriculum

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<td>5.1.3</td>
<td>Implementation of CPC supports children’s wellbeing, incorporating family trust and respect</td>
<td>H</td>
<td>Staff PD Incorporate plans into centre program for children. Highlight collaborative learning opportunities for children</td>
<td>Documentation children’s wellbeing Parent Opinion demonstrates high regard for staff Number of PD sessions attended.</td>
<td>Ongoing.</td>
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PROGRESS NOTES:

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

STRENGTHS:

6.1.1 – Parents are invited and encouraged to share information at an enrolment meeting prior to their child/ren beginning pre-entry.
   - Educators assist families to develop and maintain a routine for saying good-by to their child
6.1.2 – Staff create a welcoming environment for all families using the service.
   - Parents are encouraged to share the values and expectations they hold in relation to their child’s learning
   - Families are invited to contribute to the development and review of the Statement of philosophy and site policies
6.1.3 – Current information about the operation of the service is displayed on the white-board easel. Three newsletters are produced and distributed each term.
6.2.1 - Incidental conversations occur with parents regularly exchanging information about their child
6.2.2 – Staff assist families to locate, contact and access local community services
6.3.1 – The service has links and relationships with other services and support agencies in the local community. Referrals are submitted if required with consultation with families
6.3.2 – Transition is supported through connections with Mt Pleasant Primary School incorporating classroom visits, as well as visits from other local feeder schools. Children are appropriately supervised when being transported to and from the school on foot
   - Excursions are positive and safe experiences for children
6.3.3. – Programs for individual children devised by other professionals/therapists inform our program
- Staff work with support agencies to include children with special needs
6.3.4 – Respond positively to the differences in families’ home lives and lifestyle choices
- Staff build connections for children with the Peramangk culture through native indigenous plants used for culinary and medicinal purposes

AREAS IDENTIFIED FOR IMPROVEMENT:

More parental involvement in Centre
Update community information to assist families to recognise Centre partnerships with other organisations.
School transition process

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<td>6.1.2</td>
<td>Develop opportunities for parent voice with regard to involvement in the Centre program.</td>
<td>M</td>
<td>Regularly share learning portfolios, learning stories etc and asking for feedback. Invite parents to share talents within programme (eg. Cook, dance, gardening) Discuss opportunities for open day ideas</td>
<td>Positive feedback Number of parents involved and contributing Number of events organised at kindy</td>
<td>End of Term 4</td>
</tr>
<tr>
<td>6.3.2</td>
<td>Building connections with Mt Pleasant Primary School to assist children and families in continuity of learning.</td>
<td>M</td>
<td>Meetings arranged between kindy and school staff to agree on suitable times for both sites for visits to/from school. Use of DECD transition package.</td>
<td>Regular meeting/visit schedule is operating. Parent comments.</td>
<td>End of Term 4</td>
</tr>
<tr>
<td>6.2.2</td>
<td>Information and resources are accessible at Centre and are regularly updated.</td>
<td>M</td>
<td>Regular newsletter articles/promotion Updating info/resources Display of local/nearby organisations.</td>
<td>Parent comments Number of agencies visiting/contacts</td>
<td>Ongoing</td>
</tr>
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PROGRESS NOTES:

QUALITY AREA 7: LEADERSHIP AND SERVICE MANAGEMENT

STRENGTHS:
All staff and volunteers hold appropriate training qualifications, such as certified or nominated supervisor, and Police clearance.
Development of a usable QIP tool that collects and uses information or data from a range of sources.
Parents contributed to the development and review of policies.

IDENTIFIED FOR IMPROVEMENT:
Develop and use staff induction processes
Centre staffing changes in leadership have impacted on annual review so a focus on self-assessment of NQS and staff PD processes.
Administrative systems are established and maintained to ensure the effective operation of the service.

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<td>7.1.2</td>
<td>Develop an orientation and induction process for staff</td>
<td>M</td>
<td>Explore options/examples from other services. Use DECD resources including policy/procedures. Set up staff meetings to discuss (Inc. GC rep)</td>
<td>Folder set up Website links for staff Staff use of process</td>
<td>Term 3 2014</td>
</tr>
<tr>
<td>7.2.2</td>
<td>To implement the DECD</td>
<td>M</td>
<td>Become familiar with DECD resources</td>
<td>Use of PD processes</td>
<td>Term 4 2014</td>
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| Performance Development process | Staff use proformas to document process
Staff meetings reflect PD development though reflective discussion.
Use of partnership PLC for all staff | Regularity of meetings
Staff feedback |
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<tr>
<td>7.2.3</td>
<td>The Centre embeds in all areas a self-assessment process to monitor continuous improvement</td>
<td>M</td>
</tr>
<tr>
<td>7.3.2</td>
<td>Work health and safety processes will be established at the centre which ensure the safety of staff, children and families.</td>
<td>H</td>
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**PROGRESS NOTES:**
2014 - Staff now signing in each day

| Schedule being used | QIP reflects continuous improvement |
| Set up Term 2 Ongoing | Start T2 Ongoing |

| QIP reflects continuous improvement |
| Course undertaken. Rep elected. WHS processes etc updated and in use. |

**PROGRESS NOTES:**
2014 - Staff now signing in each day