**QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE**

**STRENGTHS:** We identify and build on children’s strengths through observations and information from parents. We embrace each child’s diversity and value their sense of family. We listen to children’s voice when programming. We have a flexible daily routine so that staff respond with immediacy to children’s ideas and needs. The program and children’s folders are available to families. We support children with special needs, medical issues and those with English as a second language. Routines are predictable and flexible to support children’s engagement. The play-based program provides opportunities for children to make choices and decisions about their learning. We are continually striving to ensure that all staff are informed and involved in documentation. Children are encouraged to share and explore their ideas and projects. Intentional teaching is used in small and large groups and individually with children.

**AREAS IDENTIFIED FOR IMPROVEMENT:**
The staff are constantly seeking to improve the quality and efficiency of our documentation strategies. We also need to use the literacy and numeracy indicators to support our planning for children’s learning.

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<td>1.2.1 Each child’s learning and development is assessed as part of an ongoing cycle of planning, documentation and evaluation.</td>
<td>Improved documentation and evidence of assessment used for planning and evaluation of all learning including literacy and numeracy</td>
<td>Staff meeting time to be scheduled with whole staff if possible twice a term: first Friday of term and possibly an evening meeting. Staff to implement literacy and numeracy indicators: focus on early writing and a table each week focusing on a numeracy indicator. Children requiring support and intervention will be identified and referred to appropriate support services where required. Bilingual Support Workers and Support Workers will be employed to work with identified children.</td>
<td>Literacy and numeracy indicators used and assessment documented. Individual learning plans include literacy and numeracy learning and planning. Evaluation of planning recorded in staff meeting notes. Curriculum documentation each fortnight will include the printing of photographs to be used for the curriculum reflection book and also learning stories. Literacy and numeracy learning will be included in the Statements of Learning for each child. Children will access support services and staff and parents will share information and strategies through the Negotiated Education plans.</td>
<td>All teachers using these by end of term 1</td>
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**QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY**

**STRENGTHS:** We prioritise children’s health and well-being. The program caters for children’s needs in relation to active and quiet times, and uninterrupted periods for play. There is flexibility to change a child’s attendance pattern to suit the child’s needs, and flexibility of attendance patterns means that parents are able to choose the sessions to maximise their child’s access to the 15 hour entitlement. Staff follow up absences to ensure children attend regularly. Health practices are demonstrated and modelled by staff using intentional teaching. The community is informed when a child has an infectious disease and information about symptoms and exclusions is provided. The CHiES guidelines and procedures are followed. Healthy eating is promoted so that children bring healthy snacks, nutritious lunch and water bottles. Staff are aware of keeping everyone safe, and avoiding the risk of allergic reactions. Challenging climbing equipment and opportunities for active play are set up each day and changed weekly to develop physical skills. Regular walks are embedded in the program. Lunch care fees are used to provide staffing above the required allocation. WHS practices are followed. Child protection curriculum is taught using intentional and responsive teaching. Evacuation and invasion procedures have been developed and are practised at regular intervals providing staff and children the opportunity to respond to alerts and danger. Staff are aware of their responsibilities as mandated notifiers.

**AREAS IDENTIFIED FOR IMPROVEMENT:**
Emergency plans will be reviewed to ensure that they follow the latest guidelines.

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<td>2.3.3 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.</td>
<td>Staff and Governing Council to review emergency plans and update as required.</td>
<td>New DECD templates will be used. Emergency evacuation practised each term.</td>
<td>Documentation published and available in folder. Record of fire drill in diary</td>
<td>Director, staff and Governing Council</td>
<td></td>
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**QUALITY AREA 3: PHYSICAL ENVIRONMENT**

**STRENGTHS:** The centre was purpose built in 2001 and modifications have improved the spaces for small groups as well as staff work spaces. The outdoor area has been extended and is continually modified to enhance children’s learning. The centre is tidied and cleaned daily. Working hours are held regularly and the annual budget factors in maintenance and improvements as identified in the safety audit. The centre accommodates children with special needs and additional equipment is sourced from SERU as required. Staff change the learning environments by reorganising spaces and resources to stimulate the children’s level of engagement and to encourage access across the curriculum areas in both the indoor and outdoor learning areas. The annual budget allows for the renewal of resources and equipment. Sustainable practices are a focus with the children involved in recycling, composting, reusing and waste reduction. Parents are encouraged to collect recycled items for craft and the staff strive to provide found or recycled items rather than art resources purchased from catalogues. Families are encouraged to donate preloved clothing using the Red Cross bin, and pre-loved books are collected for the Learning Together Programme at Port Augusta Children’s Centre. Rainwater tanks are used for the sandpit and toilets. The garden is water wise and reflects the bush environment. The community planted and maintains the bush garden and frog pond, as well as vegetable gardens. The children observe the local plants and wildlife, notice the changes in the environment and go for walks to the Waite Arboretum.

**AREAS IDENTIFIED FOR IMPROVEMENT:**
The outdoor learning environment will be reviewed to incorporate more elements encouraging nature play.
3.2.1 Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.

Review the outdoor learning area and add elements to improve the learning opportunities for children.

Interview children, seek ideas from parents and staff and engage a consultant from Nature Play SA to plan for improvements.

Nature Play SA speaker at AGM.

Involve families in working bees where possible so that the play spaces are created with community involvement.

Use RRR observations of children’s well-being to record before and after changes are made.

Records of interviews with children, parent feedback, notes from staff meetings and minutes of Governing Council meetings where the play spaces are discussed.

Working bee dates and achievements to be documented with photographs.

RRR scaling to indicate whether the improvements demonstrate measurable improvement in the learning opportunities provided.

All staff to record children’s ideas.

Questionnaire to parents following speaker form nature Play SA.

Governing Council to work with staff and consultant formulating planned improvements.

Governing Council to organise working bees.

Staff team to organise RRR observations terms 1 and 3.

QUALITY AREA 4: STAFF ARRANGEMENTS

STRENGTHS: The lunch care program provides funding which supplements the staffing provided by DECD. Continuity of educators facilitates the building of trusting relationships with children and families. All educators are aware of and follow the appropriate codes of practice and ethics. There is an ongoing cycle of continual improvement with educators engaging in regular performance review meetings. Team attendance at workshops is a priority so that educators can share and reflect on their learning. The educators value and respect each other’s experiences and skills, and have strong, supportive relationships.

AREAS IDENTIFIED FOR IMPROVEMENT:

The use of the Australian Standards for Teachers will be incorporated in performance review meetings. Wider feedback will be used to support reflection for improvement.

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<td>4.2.1 Professional standards guide practice, interactions and relationships</td>
<td>All staff using Australian Standards for Teachers and the RRR documents for self-review</td>
<td>Discuss documents at staff meeting in term 1 and use these for staff performance reviews</td>
<td>Staff using documents for performance review planning</td>
<td>All staff</td>
<td></td>
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<tr>
<td>4.2.2 Educators, coordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships</td>
<td>Improved feedback in performance review meetings between staff to support improvement</td>
<td>Staff to seek feedback from each other, children and parents to support reflection for improved practice</td>
<td>Documentation from discussions with children, and feedback from staff and parents. Performance review notes show how feedback supports improvement</td>
<td>All staff</td>
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QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN

Building relationships and children’s wellbeing are the essence of what we do. Staff individually greet children, follow their interests, take time to listen (child’s voice), and challenge their thinking (executive function). We celebrate each child’s success and share this with their families. We use the children’s names in a variety of ways so that each get to know each other, giving them a sense of belonging. We give children the opportunity to peer tutor to share their skills with others. We encourage children to care for and respect each other, to collaborate and to support each other in following the centre rules and routines. Kindergarten rules are explicitly taught. Restorative Practices support children to take responsibility for resolving conflict. Executive function thinking skills are promoted to help children think and plan. Staff value children’s rights, and maintain their dignity at all times. Respect is the core value at this site.

AREAS IDENTIFIED FOR IMPROVEMENT:

Focus on pedagogy which supports the children’s collaborative learning.

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<td>5.2.1 Each child is supported to work with, learn from and help others through collaborative learning opportunities.</td>
<td>Children to work collaboratively to develop projects, to review their learning and to plan where next</td>
<td>Staff to review pedagogy used in Reggio Emilia and executive function techniques promoted by Prof. Martin Westwell for engaging children in deep conversations about their wonderings and learning. Children to be allocated to groups each day to support conversations with a consistent group. Children to be involved with preparing and tidying lunch table: lunch monitor each day as a citizenship task</td>
<td>Staff meeting notes recording discussion of pedagogy Groups set up by staff Lunch monitor volunteer</td>
<td>All staff engaged in staff meetings. Lisa and Sarah to set up group lists inside teacher each morning</td>
<td></td>
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QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

STRENGTHS: Families are invited to attend playgroup prior to enrolment to support relationship building and transition. All families are invited to an Information Meeting prior before their child commences kindergarten and transition visits are planned prior during term 4 to support children and parents. Parent questionnaires, Governing Council and regular parental involvement, eg. excursions, parent meetings, working bees, give families the opportunity to be involved in the centre. Surveys are conducted when consultation with parents is needed for decision making. The Governing Council is involved in decision making about the centre operations and priorities. The Information Booklet is provided to all parents and is available online. Regular newsletters and programme information are emailed to parents and displayed in the centre. The parent survey is an affirmation of our recognition of parent’s expertise and acknowledgement of children’s prior learning. This gives parents a forum to share their expectations and concerns for their children. We encourage parents to share information about their child through conversations in person and by email. Information about parenting courses is provided regularly to parents. Staff have sound knowledge about child development and the ability to refer families to services as required.

Parent and family wellbeing is supported by flexibility and the willingness of the staff. The addition of the Support Services budget to facilitate individuality of children with special needs and provide a safe learning environment for all students and staff.

Links are maintained and promoted with a variety of community services such as schools, child care centres, other kindergartens, Nature Education Centre, and other professionals supporting children with special needs. School transition links are strong local schools, and all schools are encouraged to send to teacher to visit, observe and listen to the child at the kindergarten prior to starting school. The educators work to build relationships with the staff of local child care centres to support children transitioning to kindergarten.

DECD Support Services are accessed to work with children with special needs. Through the Mitcham Plains Partnership strong links are maintained for shared learning and improved learning outcomes for children. The staff support and mentor work experience students and University students. Educators seek opportunities to engage in research projects.

AREAS IDENTIFIED FOR IMPROVEMENT:

Educators will use information from parents to build relationships and share children’s learning.
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<td>6.2.1 The expertise of families is recognised and they share in decision making about their children’s learning and wellbeing.</td>
<td>Improved parent involvement in the children’s learning demonstrated by their involvement and contribution of ideas and feedback</td>
<td>Parent surveys about children’s learning will inform staff about parent priorities and concerns. This will support conversations with parents. Parents invited to be involved in sharing their skills to support children’s learning and the curriculum. Parent opinion survey will record parent satisfaction. Provide parent comment box on learning stories to increase communication about children’s learning.</td>
<td>Parent surveys followed up by staff leading to staff and parents planning together for learning opportunities, and sharing reflections on children’s learning. These reflections shared with staff team. Parent involvement in sharing their expertise, eg parent with playground development experience, biologists answering questions about items found in playground, etc. Parent survey will reflect improved parent satisfaction with their knowledge of and involvement in their child’s learning. Parents responding to learning stories and feedback supporting planning for ongoing learning at kindergarten.</td>
<td>All staff and parents</td>
<td>Parent survey distributed by director and data entered by staff before due date, and analysed by staff for reporting in the Annual Report. Staff and parents</td>
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**QUALITY AREA 7: LEADERSHIP AND SERVICE MANAGEMENT**

Governing Council meetings are regularly held, financial management is supported by a qualified Accountant, and an Administrative Officer supports the provision of information to DECD. Continuity of staff facilitates quality relationships with children and families. The budget is planned to make this a high priority by supplementing the staffing DECD provides through the employment of the same Early Childhood Workers in the lunch care program, support services and preschool program. Having a fulltime Teacher and Director and regular relief proved by the Contract Teachers ensures continuity of relationships and learning experiences for children. The highly experienced and committed staff team work closely together to ensure high expectations and goals for teaching and learning. The site budget supports staff to undertake training and development to support the site learning plans and priorities. DECD Annual Reporting requirements ensures clear planning, evaluation and improvement processes are implemented. Effective systems support the operation of the service, and facilitate ongoing communication with the parents, past, present and those with children on the waiting list. DECD systems are used to record and analyse serious incidents. The site grievance procedures are outlined for new parents and the DECD systems are available for parents and staff to resolve issues. Site specific policies are regularly reviewed in consultation with the Governing Council.

**IDENTIFIED FOR IMPROVEMENT:**

Involvement of all staff in improvement planning.

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<td>7.2.3 An effective self-assessment and quality improvement process is in place.</td>
<td>Self-review at the beginning of each term to ensure that improvement planning involves all staff.</td>
<td>Use self-review planner and documentation for reviewing 2014, planning for QIP. Staff meeting at beginning of each term to highlight areas for improvement. Governing Council reports document progress. Staff to review areas of strength in staff meetings.</td>
<td>Staff meeting records and plans. Curriculum reflection documentation. Governing Council minutes.</td>
<td>All staff. Director to write reports.</td>
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