Quality Improvement Plan
2015

March 2015
<table>
<thead>
<tr>
<th>Service name</th>
<th>Service approval number</th>
</tr>
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<tbody>
<tr>
<td>Seaview Downs Kindergarten</td>
<td>SE-00010890</td>
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<table>
<thead>
<tr>
<th>Primary contact at service</th>
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<tbody>
<tr>
<td>Trudy Lawson</td>
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<table>
<thead>
<tr>
<th>Physical location of service</th>
<th>Physical location contact details</th>
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<tbody>
<tr>
<td>Street: 5a Hume Street</td>
<td>Telephone: 08 8296 3322</td>
</tr>
<tr>
<td>Suburb: Seaview Downs</td>
<td>Mobile: 0416 049 462</td>
</tr>
<tr>
<td>State/territory: South Australia</td>
<td>Fax: 08 8377 1597</td>
</tr>
<tr>
<td>Postcode: 5049</td>
<td>Email: <a href="mailto:DL.3684_leaders@schools.sa.edu.au">DL.3684_leaders@schools.sa.edu.au</a></td>
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<table>
<thead>
<tr>
<th>Approved Provider</th>
<th>Department for Education &amp; Child Development</th>
<th>Nominated Supervisor</th>
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<tbody>
<tr>
<td></td>
<td>Department for Education &amp; Child Development</td>
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<tr>
<td>Primary contact:</td>
<td>Trish Strachan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Telephone: 08 8226 3463</td>
<td>Name: Trudy Lawson – CS-00011066</td>
</tr>
<tr>
<td></td>
<td>Mobile:</td>
<td>Telephone: 08 8296 3322</td>
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<tr>
<td></td>
<td>Fax: 08 8226 0159</td>
<td>Mobile: 0416 049 462</td>
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<tr>
<td></td>
<td>Email: <a href="mailto:DECD.NQFEnquiries@sa.gov.au">DECD.NQFEnquiries@sa.gov.au</a></td>
<td>Fax: 8377 1597</td>
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<tr>
<th>Postal address (if different to physical location of service)</th>
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Operating hours

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<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday (Playgroup)</th>
<th>Saturday</th>
<th>Sunday</th>
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<tbody>
<tr>
<td>Opening time</td>
<td>08.30</td>
<td>08:30</td>
<td>08:30</td>
<td>08:30</td>
<td>9.30</td>
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<tr>
<td>Closing time</td>
<td>16:00</td>
<td>16:00</td>
<td>16:00</td>
<td>16:00</td>
<td>11.00</td>
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Additional Information about your service

Provide additional information about your service - parking, school holiday dates, pupil-free days etc.

- Parking is available in the streets surrounding the Kindergarten.
- We operate by South Australian School holiday dates and public holidays.
- Up to 2 pupil free days per year with consultation and approval of the Governing Council. No pupil free days currently scheduled.

How are the children grouped at your service?

The following attendance options are available:

- Option 1: Children attend 5 days per fortnight from 9.00am to 3.00pm
- Option 2: Children attend 2 days per week from 8.30am to 4.00pm

Sessions are currently offered on Mondays, Tuesdays, Wednesdays and Thursdays.

- When resources permit, eligible children may attend an early entry program by negotiation with the Director. Alternative attendance arrangements may be made for children and families with additional needs by negotiation with the Director.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

- Nominated Supervisor: Trudy Lawson
Service statement of philosophy

Children

We believe:
Children are capable, competent and resourceful learners.
Play provides opportunities for children to learn as they practice, discover, create, hypothesise, improvise and imagine.
Children learn best when engaged in personally meaningful experiences which provide stimulation and challenge.
Wellbeing and learning outcomes are influenced by the quality of the relationships that educators build with children.
Learning is influenced by the quality of the interactive role of the educators.

Therefore we:
Develop strong, nurturing relationships with every child and support each child to feel a sense of belonging.
Implement a play-based, child-centred program based upon the principles, practices and outcomes outlined in the Early Years Learning Framework.
Strive to empower children by consulting with them regarding a range of aspects of the learning program.
Provide an emotionally supportive program where educators seek to identify and foster children’s personal interests and intrinsic motivations.
Create a learning environment that nurtures curiosity, appropriate risk-taking, collaboration, imaginative play, critical thinking and a positive sense of self.
Develop and implement positive behaviour guidance strategies that facilitate self-esteem, emotional self-regulation, responsible decision making and social skill development.

Families and Community

We believe:
Parents are important educators and each child is best understood within the context of their family and cultural background.
Family involvement is integral to a high quality preschool program.
Ongoing consultation and evaluation of our services is essential to create a preschool that is responsive to the changing needs of our community.
Diversity within our centre and the wider community should be valued and celebrated.
Aboriginal people are the original custodians of Australia and we respect their history and ongoing connection to their land and culture.
Therefore we:

Are committed to open and constructive communication with families.
Support parents to participate in authentic consultation and decision making processes through the Governing Council and other avenues such as surveys and personal discussions.
Encourage families to engage in meaningful participation within the program and provide avenues for feedback.
Encourage families to share information about their child’s changing needs, interests and recent experiences, particularly those that may impact on wellbeing and engagement in the program.
Establish and maintain links between local schools and other community organisations.

Educators

We believe:

Each Educator brings valuable personal and professional qualities, knowledge, strengths and experience to the Educators team.
Open communication, ongoing reflective practices and collaborative decision making processes support the development of a cohesive, productive Educators team.
Ongoing professional development is important to ensure that the preschool is able to continually improve its services and programs in line with current best practice and contemporary early childhood research and theory.

Therefore we:

Provide opportunities for Educators to share in decision making and to obtain feedback about their performance.
Provide regular opportunities for personal and team reflection.
Create a supportive working environment where Educators feel valued and are encouraged to celebrate successes.
Encourage and support ongoing professional learning for Educators.
1.1 An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.

- Educators plan with each child and the outcomes in mind. All planning and programming is recorded under the Early Years Learning Framework (EYLF) outcome headings. All planned activities (for the whole group and for individuals) are linked to the outcomes. Information about the program is available to parents on the program board, through displays, in newsletters and photo slide shows of the children engaging within the program. Parents are invited to add suggestions and comments to the program board or to share them with educators.
- Educator’s develop a deep understanding about individual children’s current knowledge ideas, culture and interests, through a variety of ways including:
  - the individual enrolment meetings with parents (6.1.1), which includes a parent questionnaire about the child as well as a detailed discussion about the child’s family and cultural background, language/s spoken and any additional needs or concerns the parent may have.
  - individual parent/educator meetings (held towards the end of term 1) which invite parents to reflect on their child’s ‘settling in’ period and culminates in the joint development of an Individual Learning Plan (ILP).
  - children participate in a child survey so that their voice is included in the ILP.
  - educator’s input into the ILP is based on observations and interactions with the child during the child’s first few weeks of attendance.

- The agreed goals from the ILP plans then inform the programme. This information gathering and ILP process has been very successfully implemented during 2014.
- Daily routines have been modified during this year to increase the flexibility so that children have more autonomy and there are fewer interruptions to children’s play. This has included a decrease to the number of mat time experiences which is in response to the needs of the current cohort of children. This ensures success for all children. Group times are often conducted through smaller responsive groups.
- Children’s learning folders are available at all times for children and families to peruse and contribute to. Children often access their own folder to look at individually or with a friend or to add selected ‘work’.
- Children with additional needs are identified and additional resources put in place to support these children. The children demonstrate a very positive attitude to this support.
- Staff members all have responsibility for a focus group of children to observe record and bring to staff planning meetings. This ensures that each child is supported.
- During fortnightly planning meetings, staff review/reflect upon the program as part of the planning cycle. Reflections are recorded and used to inform ongoing planning.

1.2 Educators are focused, active and reflective in designing and delivering the program for each child.

- Observations, photos and portfolios with work samples were collected for each child to inform the planning. During 2014 the process for recording, analysing and reflecting upon observations has been modified and improved along with the process for recording and planning for the ‘what’s next’ stage following observations. Educators are now producing learning stories which incorporate a range of aspects which may include: educator’s observation, child’s voice, educator’s analysis and ‘what’s next’ (which informs future planning). Observation and reflections recorded in the learning stories are linked to the EYLF outcomes when recorded and in subsequent planning.
- Teaching staff are rostered so that there is always staff inside and outside to work with children at play. ECW educators work flexibly within indoor and outdoor areas, according to the needs of the whole group and according to the needs of individual children (also 2.3.1). Staff constantly respond to children’s ideas including accessing resources requested by children and extending their play through intentional questioning.
- The reporting on each child for families and to inform the school is provided through a statement of learning. This statement describes the child’s learning and development during their time at preschool and is based on the EYLF outcomes.
- Staff meet informally after most sessions to reflect upon the general program and routines and on individual children’s learning and development. Some of these informal discussions are recorded and emailed so that they can be used to inform the planning.
- Teaching staff meet fortnightly and discuss the learning programme and these discussions are recorded on the program and through the staff meeting minutes.
- The program contains a balance of intentional, planned teaching topics and activities and emergent planning based on children’s current needs and interests.
## Improvement Plan for QA1

<table>
<thead>
<tr>
<th>Quality Area Standard/element</th>
<th>Identified Issue</th>
<th>How will we achieve this outcome? (steps)</th>
<th>Success Measures</th>
<th>Links to DECD strategic directions and Marion Coast Partnership plan</th>
</tr>
</thead>
</table>
| **QA 1**                     | Educators are focussed, active and reflective in designing and delivering the program for each child. | - Educator's to use the KeptMe app educator journal facility to record personal reflections which can be accessed by all staff.  
- Educators to check the app for submission of new reflections regularly. | - Each educator records reflective comments at least 5 times in each term.  
- All educators to read the reflective comments at least weekly.  
- Reflective comments are reviewed and discussed at staff meetings and, where relevant, incorporated into the program and site practices. | Higher standards of learner achievement |
| **Issue: As 4 of our 5 educators are currently working part time, regular sharing of reflections on the program and practice provides challenges.** | **Outcome:** Each educator provides a written reflection which is accessible for sharing with all educators. | Work within the numeracy and Literacy Results Plus guidelines to:  
- engage in sector and cross sector Professional Learning Communities (PLC’s) to share best practice and enquire into: numeracy tracking and monitoring; improvement cycles; high gain pedagogies and intervention models.  
- Engage teachers through the performance management processes and influencing pedagogy  
- Engage in familiarisation of the new DECD ‘Numeracy and Literacy Indicators’  
- Engage in professional development around the Literacy and Numeracy Indicators. | By the end of 2015  
- A process will be in place to track, monitor and respond to every learner’s growth in numeracy and literacy achievement and engagement  
- A numeracy and literacy improvement cycle will be in place (incorporating target setting, learner and community feedback and high gain strategies)  
- Changes in pedagogical practices that engage and intellectually stretch learners, develop resilience and growth mindsets and improve literacy and numeracy achievement will be evident  
- All teaching staff will have undertaken training and will be familiar with the Numeracy and literacy Indicators  
- Numeracy and Literacy Indicators will be incorporated into the Numeracy and Literacy Results Plus goals and strategies | Higher standards of learning achievement |
| **Issue:** All DECD sites are required to engage in a ‘Numeracy and Literacy Results Plus’ improvement initiative within Partnership groups. All DECD Preschools are required to engage in ‘familiarisation’ with the new ‘Literacy and Numeracy Indicators’. | **Outcome:** Site leaders will identify, share, adapt and develop outstanding and consistent practices as a partnership in relation to:  
- tracking and monitoring every learner’s growth  
- designing a literacy and numeracy improvement cycle  
- enacting and implementing new/refined pedagogical practices  
- identifying and enacting responsive and differentiated intervention processes.  
Educators will be familiar with the Numeracy and Literacy indicators and plans will be in place to use the indicators as part of the assessment and reporting processes from the start of 2016 (or earlier). | - Educator’s to use the KeptMe app educator journal facility to record personal reflections which can be accessed by all staff.  
- Educators to check the app for submission of new reflections regularly.  
- Educator’s to use the KeptMe app educator journal facility to record personal reflections which can be accessed by all staff.  
- Educators to check the app for submission of new reflections regularly. | | Numeracy and Literacy Results Plus Partnership Plan |
### Quality Area 2: Children’s health and safety

#### 2.1 Each child’s health is promoted.

- Each child’s health needs are identified during the initial registration and enrolment process. This is followed up with the provision of information and forms to support the development of appropriate health plans by families and doctors. Each child’s medication plan and medication is easily accessible in the “allergy buddy” medication storage system. This accompanies children on excursions.
- Health management systems are in place i.e. individual health plans and medication logs.
- All educators are aware of children identified with health, allergy or other food related issues. This information is displayed in the kitchen area along with photographs of the children.
- The centre provides quiet spaces – the lounge and the quiet room to meet the needs for rest and relaxation.
- When children are unwell parents are notified and families are notified if it is infectious in compliance with “You’ve Got What?” as a guide.
- Children are encouraged to use effective hygiene practices such as washing hands, using tissues to blow noses and coughing into elbows. Posters are incorporated in the learning environment to provide visual reminders.

#### 2.2 Healthy eating and physical activity are embedded in the program for children.

- We have a fresh fruit and vegetables policy for morning and afternoon snacks.
- Healthy food guidelines are given to parents as part of the enrolment procedure.
- The allergy policy is updated according to the allergy needs of the current cohort of children e.g. this year we have only cooked with vegetables, due to the a wide range of allergies.
- Children have access to filtered water at all times during the day and children are reminded to have drinks during meal times. Additional reminders are provided during hot weather.
- Children are actively involved in selecting, planting, caring, harvesting, tasting and cooking with a variety of fruits and vegetables produced in our garden.
- We follow the DECD Right Bite guidelines for healthy eating.
- Staff model healthy eating practices while sitting with the children to eat lunch.
- Varied physical activity is provided for and actively encouraged in inside and outside areas.

#### 2.3 Each child is protected.

- There have been no serious incidents with safety of children for several years that warrant reporting to DECD.
- All minor first aid incidents are recorded and shared with parents (2.1.4)
- All educators have current training in responding to abuse and neglect.
- The playground is regularly monitored and incidents and injuries are recorded. Safe plays skills are taught explicitly. (2.3.2)
- Families are notified of outbreaks of infectious diseases and information about the condition from the “You’ve Got What?” document is made available.
- Emergency procedures are in place and are practised with children each term.
- Systems are in place to monitor visitors to the site including a locked front entrance door and door bell and sign-in/out procedures for visitors.
- Excursions risk management procedures are in place and excursions are only undertaken after the completion of risk management assessment (which is made available to parents).
- Written authorisation is gained from parents before children are taken out of the premises (e.g. for excursion).
### Quality Area 3: Physical environment

#### Summary of Strengths

3.1 The design and location of the premises is appropriate for the operation of a service.
- Indoor and outdoor furniture and spaces are appropriate for preschool children so that all children have easy access to explore resources and learning spaces. The building was designed and built for the purpose of provision of a preschool program.
- The Kindy is well resourced. Equipment is regularly monitored for safety and worn furniture and equipment has been progressively updated.
- The premises are cleaned daily and furniture and equipment are maintained and cleaned regularly.

3.2 The environment is inclusive, promotes competence, independent exploration and learning through play.
- There is a focus on learning through the natural environment.
- There is lawn space to allow for active play and the climbing equipment is designed to provide physical and problem solving challenges.
- Children have ready access to a range of resources and they are able to request access to resources that may not be currently on available for independent access.

3.3 The service takes an active role in caring for its environment and contributes to a sustainable future.
- The programme supports the children to learn about recycling. They separate their rubbish by colour coding and wash and reuse such items as yoghurt containers.
- Families are encouraged to reduce the amount of waste collected from lunch boxes through a variety of strategies including a ‘Waste Free’ lunch box week.
- The worm farm is actively used by children as is the vegetable garden. Parents support this work. Produce from the garden is used for tasting and cooking.
- When ordering supplies, environmentally friendly solutions are considered.

### Improvement Plan for QA3

<table>
<thead>
<tr>
<th>Quality Area Standard/element</th>
<th>Identified Issue What outcome do we seek?</th>
<th>How will we achieve this outcome? (steps)</th>
<th>Success Measures</th>
<th>Links to DECD strategic directions and Marion Coast Partnership plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2</td>
<td><strong>Issue</strong>: The outdoor learning area was developed many years ago and is in need of revitalisation to better meet the learning needs of children. <strong>Outcomes</strong>: A more engaging outdoor learning environment is available to enhance and support quality interactions and experiences. Sustainability is considered and</td>
<td>Refine the current concept plan, giving greater consideration to natural play spaces Access quality information, resources and support in the planning and creation - visit sites with excellent outdoor learning spaces to gain ideas/inspiration - research possibilities (use DECD</td>
<td>Concept plan refined and broken into stages. Significant progress towards completion (minimum 30% of planned improvements in 2015). Enhanced engagement of children in the upgraded areas.</td>
<td>Higher standards of learning and achievement Improve health and wellbeing Engage children, families and communities</td>
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</table>
| Also links with 3.1 and 3.3 | incorporated into design aspects. | Outdoor Learning Kit, websites)  
- engage the services of outdoor learning design specialists to assist in the planning and design  
- educators attend relevant professional development opportunities  
- seek advice about incorporating best practice in relation to sustainability (e.g. water conservation and shade. Consider rain water tanks recycling of water used in water features) -  
- seek input from families and utilise parent expertise (form an ‘outdoor improvement’ sub-committee of the Governing Council.  
- a budget line has been allocated to the project |  |
|---|---|---|
| **3.3**  
The service takes an active role in caring for its environment and contributes to a sustainable future. | **Issue:** Although we have many sustainable practices in place and our curriculum supports children to be environmentally responsible, we feel that continued improvement in this area will allow us to achieve even higher standards.  
**Outcome:** Sustainable practices are considered with regard to: site facilities improvement planning, children’s program, procurement of consumables and non-consumable items. | Engage the support of an environmental specialist to assist us to set up a system of compost bins, learn how to successfully use the compost in our edible garden and increase knowledge and effective use of our worm farm.  
Research ‘green’ options when procuring goods and services for the centre, with an emphasis on consumable products such as hand towels and products used for cleaning.  
Continue to incorporate sustainability learning as a focus topic within our program. | Compost and worm farm systems set up and successfully being used in our garden.  
Educators and children will have an increased understanding of how to set up and use a compost and worm farm systems along with the benefits of such a system.  
An increased number of consumable products routinely purchased by the centre are recycled or of lesser potential harm to the environment when compared to previous products. |
### Quality Area 4: Staffing arrangements

<table>
<thead>
<tr>
<th>Summary of Strengths</th>
<th>4.1 Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing.</th>
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<tbody>
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<td></td>
<td>• Staff are employed at a higher than required ratio. This has been in response to the needs of this cohort of children to adequately address their needs. One staff member has been at the centre for more than 8 years and one for almost 8 years so that there has been continuity for families and the community. Two part time teachers share the teaching role and one has been here for at least 2 years. Both ECW’s are local and have connections with the local families, schools and community organisations.</td>
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<td>4.2 Educators, co-ordinators and staff members are respectful and ethical.</td>
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<td>• Staff always treat parents and children with care and respect.</td>
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<td>• Staff work collaboratively as a team including celebrating achievements, strengths and learning as a team.</td>
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<td>• There is always at least one whole staff meeting each term so that all staff can be involved in supporting decision making as a team.</td>
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<td>• Staff train as a whole team together where possible e.g. first aid and KeptMe observation app training.</td>
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<td>• Part time staff are very flexible in their working hours to support each other.</td>
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<td>• Staff are supported to attend special personal events if this can be done without impacting on the centre. This builds a supportive working environment.</td>
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<td>• Each year there is a staff and Governing Council celebratory dinner.</td>
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### Quality Area 5: Relationships with children

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<tr>
<th>Summary of Strengths</th>
<th>5.1 Respectful and equitable relationships are developed and maintained with each child.</th>
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<tbody>
<tr>
<td></td>
<td>• Staff ensure that all children and parents are greeted and made to feel welcome at the centre.</td>
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<td>• The focus on relationships is evident in the centre philosophy.</td>
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<td></td>
<td>• Supporting a sense of belonging is strength of all staff members.</td>
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<td></td>
<td>• Conversations with families often focus on wellbeing (for child and parent).</td>
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<td>• Staff attend to separation issues with sensitivity to the needs of children and parents.</td>
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<td>5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.</td>
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<td></td>
<td>• Choice in play and timetabling maximises opportunities for children to develop and maintain relationships with other children and the educators. For some children, the individual learning plan reflects the need for support to develop these relationships.</td>
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<td></td>
<td>• Choice of a range of activities allows children to naturally come together collaboratively in play. Sometimes there is intentional support by staff to enable this.</td>
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<td>• The dignity and rights of children are incorporated in the behaviour guidance code of the centre.</td>
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<td>• Staff all follow the protective practices in their interactions with children.</td>
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<td>• Families are encouraged to use the centre’s communication pocket system to communicate with each other e.g. to arrange a ‘play date’.</td>
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<td>• Staff support children to challenge unfair behaviour.</td>
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<td>• The site’s Behaviour Code supports positive behaviour guidance strategies and restorative justice principles.</td>
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<td>Quality Area 6: Collaborative partnerships with families and communities</td>
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<tr>
<td><strong>Summary of Strengths</strong></td>
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6.1 Respectful supportive relationships with families are developed and maintained.

- For some families, the commencement of collaborative partnerships with the centre occurs through involvement with playgroup. The director works alongside the families during playgroup preparing and leading activities during these sessions. This year it has led to the development of friendships amongst families and informing the choice of attendance arrangements at Kindy.
- There is a comprehensive enrolment and orientation process. This includes an individual interview of 1 hour per family, which incorporates a site tour. This is followed up with a series of transition visits before the eligible year commences.
- The parent opinion survey, a survey at the ILP meeting and a questionnaire for parents regarding children's progress towards ILP goals are means of gathering parent input and including their contributions to the service delivery.
- Current information is available to families through the regularly updated parent handbook, the preschool’s website, newsletters and notes, Parenting SA brochures and community notices in the foyer.
- Approximately 20% of families are represented on the governing Council. Governing Council members are invited to contribute to the development of the annual QIP and the Statement of Philosophy and are consulted in relation to a range of changes including Universal Access and National Quality Standards.
- Parent support and involvement is evident in many ways including: attendance at special events and volunteering of service and support – eg fundraising events, working bees, Obstacle-a-thon and excursions.
- Decision making processes can include individual discussions with families e.g. the session changes which occurred in term 2 this year.

6.2 Families are supported in their parenting role and their values and beliefs about child rearing are respected.

- Individual support is given to families for additional services; this includes the advertising of local events that support parenting. Information is available on notice boards about local opportunities to support parents in their role.
- As part of the ILP process, suggestions are provided to families regarding possible strategies they could use to support their child to achieve the agreed learning goals.
- The ‘additional information’ verbal survey conducted at enrolment provides an avenue to invite families to participate in the educational programme. e.g. this year we have had a parent provide a series of ‘Spanish lessons’, and gardening activities identified and instigated by parents. A parent has planned to share his drumming talents with the children during term 4.
- Notices to parents cover a range of topics that include curriculum information, local events and information eg a syringe that was found in the adjacent park and safe handling procedures.

6.3 The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing.

- There are strong partnerships with the local school. This includes visits from the reception teachers to support children and families with transition to school. Parents were invited to attend these sessions to meet the teacher.
- Seaview Downs Kindy is part of the Marion Coast partnership and whole staff teams attend the early year’s hub meetings.
- The centre liaises with the local kindergartens to ensure that families are able access their local Kindy and that there are fair options for all families.
- The centre liaises with Marion council services particularly to support the recycling processes.
- Health checks are conducted at the Preschool through the Child and Youth Health service.
- Educators liaise with Families SA case workers to support children and families with needs.
- Educators work with staff from a range of agencies to support children with additional needs and their families. These include Autism SA, Families SA, Child and youth Health and DECD student review team meetings and NEP meetings.
- Families are supported to make informed decisions and to apply for special schooling options through working with the Director and the DECD support services team.
- The programme is enriched through special events, incursions and excursions such as the Patch theatre, the Nature Education Centre and the Marine Discovery Centre. Parents are an integral part of these sessions.
<table>
<thead>
<tr>
<th>Quality Area Standard/element</th>
<th>Identified Issue</th>
<th>How will we achieve this outcome? (steps)</th>
<th>Success Measures</th>
<th>Links to DECD strategic directions and Marion Coast Partnership plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2.1 The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing. Also relates to QA 1.1.4</td>
<td><strong>Issue</strong>: A new ILP process was developed and implemented in 2014. Educators wish to review and revise the processes. <strong>Outcomes</strong>: Streamlined processes including improved visibility of alignment of individual goals to the EYLF outcomes.</td>
<td>Review Individual Learning Plan (ILP) processes including:  - ILP documentation format  - parent/teacher meeting agenda  - meeting scheduling  - develop a proforma for families to complete and attach to individual observations/learning stories (record their feedback, comments and future planning suggestions)  - develop a system of notifying families when new observations/learning stories are available to view and comment upon  - provide a comfortable space in close proximity to the portfolios to encourage perusal and sharing of portfolios by individuals and small groups</td>
<td>- Revised documentation format in use.  - Format of the ILP documentation to link more clearly to the overall assessment and reporting processes of the site through clearer association to the EYLF outcomes.  - Positive parent feedback about the process.  - Proforma developed and in use  - System for notification of availability of new documentation developed and successfully used  - All families will provide feedback on at least 2 documented observation/learning stories during the year.</td>
<td>Higher standards of learning achievement.  Improve health and wellbeing.  Engage children, families and communities.</td>
</tr>
</tbody>
</table>
7.1 Effective leadership promotes a positive organisational culture and builds a professional learning community.

- The Governing Council meets twice per term. All parents are invited to attend meetings and all parents are personally invited to participate through the enrolment interview and the first newsletter of the year. The invitation to attend the Annual General Meeting includes the explanation about the role and benefits to parents for joining the Governing Council.
- Decision-making through this forum includes arrangements of sessions for families, fundraising events, budget expenditure, fee charges and why, maintenance and improvements, involvement in the Annual Report and the QIP.
- Generally there is consistency in relief staff at the centre because we have part-time staff that can relieve for each other. Visiting relievers are provided with a site tour and induction to the centre.
- All staff are appropriately qualified. All educators have DCSI police clearances that mean that they are suitable for working with children and have a working knowledge of the code of ethics.

7.2 There is a commitment to continuous improvement.

- Each year the philosophy is updated to reflect input from the staff and Governing Council.
- Identified learning goals are addressed through performance management processes. These year staffs have attended a series to enhance their knowledge and skills in numeracy. The director has formal accountability processes with the Education Director who line manages her. These meetings occur each term.
- Each year the feedback from parents through the parent opinion survey and individual discussions with parents contributes to the planning for continuous improvement and the development of the QIP. Physical improvements in the last year have included the painting inside and out, replacement of carpets, installation of new blinds. Currently the service is in the initial stages of planning major outdoor developments. Parent feedback is being sought to support these decisions.
- In line with DECD policy, staff ensure that their professional learning reflects strategic directions aimed at improving outcomes for all children.
- All staff have been involved in the self-assessment and planning for improvement at the service.

7.3 Administrative systems enable the effective management of a quality service.

- All child records are confidentially stored in a staff only area.
- A range of effective administrative systems are in place including systems to manage: future enrolments, suppliers and purchasing, contacts, Governing Council processes, communications for parents, electronic information, filing according to NQS areas
- No recent serious incidents have required notification to the Regulatory Authority.
- The DECD grievance procedures are on the website and are part of the parent information package when families enrol at the centre.
- Required site policies are current and have been endorsed by the Governing Council.
### Improvement Plan for QA7

<table>
<thead>
<tr>
<th>Quality Area Standard/element</th>
<th>Identified Issue What outcome do we seek?</th>
<th>How will we achieve this outcome? (steps)</th>
<th>Success Measures</th>
<th>Links to DECD strategic directions and Marion Coast Partnership plan</th>
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</thead>
</table>
| 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. | **Issue:** Many old records are currently kept on site and storage space is becoming an issue.  
**Outcomes:** Records not required to be stored on site are packages and sent to storage facility according to DECD requirements. | - Sort stored records and archive according to DECD and government requirements.  
- Budget for resources to employ suitably knowledgeable ECW’s to undertake the task. | - Records not required to be kept onsite are organised and boxed according to requirements and sent to offsite government storage facility.  
- Some sorting and onsite storage of records to be kept on site has commenced. | |