

Service Details

Service name: Kurboroo Kindergarten	Service approval number: SE-00002971
Primary contact at service: Lisa Waters	
Physical location of service Street: 75 Bemboka Road Suburb: Warranwood State/territory: Victoria Postcode: 3134	Physical location contact details Telephone: 9879 0407 Mobile: 0408 172 034 Email: kurboroo.kin@kindergarten.vic.gov.au
Approved Provider: Kurboroo Kindergarten Inc Primary contact: (Person with Management & Control) Joanne Janes Telephone: Mobile: 0416 044 286 Email: kurboroo.president@gmail.com	Nominated Supervisor: Lisa Waters Name: Lisa Waters Telephone: 9879 0407 Mobile: 0408 008 640 Email: kurboroo.kin@kindergarten.vic.gov.au

Operating Hours.

For each day of the week this service is open, indicate the times of the day when education and care is provided.

For centre-based services, this does not include non-contact hours for staff. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

For family day care services or multi-site services, please provide the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Sessions	3yr Old Session 8:00 -10:30 4yr Old Session 12:30-4:30	4yr old session 8:30 -16:00	4yr old session 8:00 -13:30	4yr old session 8:00 -13:30 3yr Old session 14:00 -16:30	4yr old session 8:30 -16:00	No sessions - kindergarten closed	

Additional Information About our Service

The following information will assist the Regulatory Authority to plan the assessment visit.

Kurboroo follows the standard school holiday timetable as determined by the education department of Victoria

How are the children grouped at your service?

The children are grouped in our service in regards to their age. We run 2x4 year old kindergarten sessions, where the children must have turned four before April 30th in the year they start. We also run 1x3 year old kindergarten session, where the children must have turned three, before April 30th in the year they begin. It is to be noted that children cannot attend the three year old group until they have had their third birthday, or attend with their parent.

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

Nominated Supervisor – Lisa Waters

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators:

Service statement of Philosophy

Kurboroo Kindergarten offers a caring and secure environment where warm and trusting relationships encourage each child to learn through their play.

Our educators view children as capable, competent co-contributors and acknowledge them as active participants in their own learning. The role of our educators is to provide a stimulating and responsive environment, based on the Victorian Early Years Learning and Development Framework and Early Years Learning Framework, giving positive reinforcement and encouragement to make learning possible. Children are encouraged to develop self-confidence, resilience, a positive self-esteem and a sense of self-worth as they begin to make sense of the world around them. Kurboroo Kindergarten aims to prepare our children for future learning and develops life skills, which will help their transition to school.

Our physical environment supports children's active play and encourages our children and families to appreciate the natural environment. Being so close to natural bushland the children have the opportunity to experience nature play. We encourage families to be environmentally aware and responsible through our sustainability and recycling practices and through the development and maintenance of our edible gardens, mini orchard and frog bog area. Engaging with the Warranwood Reserve Bush Committee on planting days allows the children to make environmental and community connections. Our community garden located at the front of the kindergarten encourages collaborative partnerships with our local community, through the planting and harvesting of herbs and vegetables.

Our program acknowledges the traditional owners of this land – the Wurundjeri People and welcomes and incorporates the culture and diversity of our community. We engage with children during our Bush Kinder program to learn about the traditional owners of the land on which we meet and the

importance of connection to place and country. In order to foster kindness and compassion, we undertake various community projects that provide support and assistance to community groups less fortunate within our local community and the wider world.

Given our close proximity to Warranwood Reserve, our 4 year old program incorporates a bush kinder program. This program operates once per week for 2 hours, from 10am-12noon, during the 2nd and 3rd terms of the year and allows the children to explore and learn about our natural environment. The kindergarten provides full wet weather attire to each child participating in the program, so that the children can participate each week in all types of weather (except extreme weather conditions).

Families are the most important and constant part of the child's journey, and we aim to further enrich and support this role by forming a partnership with you. We encourage all families to enjoy being a special part of our Kurboroo community as we undertake this exciting learning journey **together!**

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 Approved learning framework	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 Child-centred	Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
	Element 1.1.3 Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.
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 Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
	Element 1.2.2 Responsive teaching and scaffolding	Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.
	Element 1.2.3 Child directed learning	Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world.

Standard 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	
	Element 1.3.1 Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
	Element 1.3.2 Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
	Element 1.3.3 Information for families	Families are informed about the program and their child's progress.

Quality Area 1: Related sections of the National Law and National Regulation

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 75	Information about the educational program to be kept available
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

Through a process of self- assessment staff/educators at Kurboroo kindergarten identify that we use the VEYLF to inform the development of our curriculum to enhance each child's learning and development. We work in collaboration with the children and in partnership with the families within our centre to address the outcomes and plan for each child's learning and development in relation to their identity, connection with the community, wellbeing, confidence and involvement as learners and effectiveness as communicators.

We consistently use a range of strategies, such as anecdotal observations, photographs, checklists, samples of children's work, records of conversations and learning stories, in order to collect, document and monitor each child's strengths, skills, knowledge and learning. This meaningful information and our understandings of individuals and groups of children are then used as the basis for our planning and the tracking of children's progress in relation to the learning outcomes. Information gathered on each child is available to families in the form of portfolios, reflective diaries, observation records and through daily conversations at arrival and departure times, whilst on kinder duty and during pre-arranged meetings.

All experiences and routines provided in our program are child focused and cater for individual needs, interests and abilities. Children are supported and encouraged to make choices, suggest ideas and enquire after resources and equipment to scaffold their learning. Educators listen to children and families in order to determine their knowledge, culture, interests and abilities. This information is then used to prepare the play-based learning environment. Input from the children is sought in regards to the selection of materials, equipment, books, songs and experiences and children are invited to assist staff in the preparation of various experiences within the learning environment. We offer an indoor/outdoor program and children have the opportunity to move in and out engaging in experiences according to interests. Children are able to eat when hungry and can then recommence experiences after eating.

Regular routines are provided to allow the children to feel secure and make predictions on the passing of time. These routines also take into account the wellbeing and health and safety of each individual child. These include hand washing, snack time, applying sunscreen and full group dismissal from the mat at the end of a session.

Improvement Plan for QA1

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
1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	H	In order to develop each remote learning pack, teachers reflected on the current interests of the children from Term 1 and the intentional teaching topics that we wanted to introduce in Term 2. We brainstormed activities that the children could do remotely to meet all 5 areas of the VEYLF, encourage skill development and encourage numeracy and literacy skills.	Children will be actively connected to kinder and engaged in learning from home during lockdown through the resources, links and videos provided by educators	Term 2 and 3 2020	<ul style="list-style-type: none"> - This reflective process occurred each fortnight and activities were planned and prepared to be sent out to remote children each fortnight , with activities to suit all needs, skills and interests of all children. - Educators loaded stories, experiments of and song videos of themselves, on the website, to remain connected visually to the children and provide various forms of learning - Educators worked collaboratively as a team to

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						develop each fortnights resources, to ensure individual children's current interests and intentional teaching topics were covered
1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.	H	Purchase of good quality wet weather gear for bush kinder so children can go out in any weather condition.	Children will be dry and safe and able to fully engage in outdoor play in any weather conditions without restriction	2020	<ul style="list-style-type: none"> - Purchased red to make children visible in the bush kinder space. - Also purchased drying rack and coat hangers to hang them to dry. - Koalas changed their bush kinder day from Wednesday to Thursday to allow the wet weather gear time to be washed and dried after the Possums session on Tuesday.
1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	H	Staff planned remote learning packs to send out each fortnight to families in Term 2 due to Covid-19.		2020	<ul style="list-style-type: none"> - Give parents instructions for each activity, VEYLF learning outcomes, and note to encourage parents to write how much assistance was required for children to complete each activity. Also children's feedback about the activity and photos of doing it at home.

						<ul style="list-style-type: none"> - Feedback via the individual groups Facebook pages , emails and phone conversations was positive from families - Some families indicated that they had never noted the links to the Frameworks before, but the way the activities were set up enabled them to clearly see the purpose and goals of the proposed activities
1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.	H	Teachers to fill out summative assessments on children and other specific assessment pieces that are to be included in their individual records.	Parents will be able to access a comprehensive overall assessment of their child's development mid year and that this could also be used as a tool to instigate conversations regarding children's development between families and educators	2020	<ul style="list-style-type: none"> - Staff developed a Summative Assessment document for each four year old child which was completed mid year to aid as a precursor for discussions at parent teacher interviews at the end of term 2. -
1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives	H	Koalas & Possums teams meet every Wednesday to discuss program and reflect on the children's learning.	Program and room setup will reflect cohesion between all three groups	2020	<ul style="list-style-type: none"> - Regular changes to the room have been made according to team discussions and the needs of students.

	<p>program planning and implementation.</p>		<p>This is then relayed to Wallabies at staff meeting</p> <p>All staff meet for a regular meeting once a month</p>			<ul style="list-style-type: none"> - A room plan is often drawn up before making major changes to ensure everyone is able to contribute - Room setup is changed according to the needs of the children and purpose of the resources in that area – ie moving the reading corner into the corner of the room, away from the hustle of the middle of the carpet area, to enable it to better serve it's purpose
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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 Wellbeing and comfort	Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.
	Element 2.1.2 Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
	Element 2.1.3 Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.
Standard 2.2	Healthy eating and physical activity are embedded in the program for children.	
	Element 2.2.1 Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
	Element 2.2.2 Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented
	Element 2.2.3 Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

Quality Area 2: Related sections of the National Law and National Regulation

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
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

Quality Improvement Plan for QA2

Summary of strengths for QA2

At Kurboroo kindergarten staff/educators ensure that each child's health needs are consistently promoted. Prior to commencement of each child at our centre, educators consult with families to gain information about their child's individual health needs and requirements. Individual management plans are then drafted in consultation with these families to ensure that each child's health needs are supported and that all staff are aware of the routines and requirements associated with each individual child's health needs.

Staff/educators are trained in how to manage the centre's current children's specific health requirements, such as Anaphylaxis, Asthma, Epilepsy and Diabetes. Emergency medication is stored within the playroom in a child proof, yet easily accessible location, along with management plans. Medication and accident and illness records are kept and maintained in accordance with current policies and regulations. Families are informed of our services policies and guidelines for the exclusion of ill children. During the orientation process families are made aware of where they can access an electronic and hard copy of all of the kindergarten's policies.

Kurboroo Kindergarten has had a recent renovation and the space was designed to promote indoor/ outdoor flow. Children can move freely between indoors and outdoors engaging in experiences of interest. Children have access to natural materials and environments at all times through new landscaping. New chairs and tables have been purchased to provide more flexibility. Tables have adjustable legs and chairs were purchased in 3 sizes to allow children of all heights and abilities to access activities at tables comfortably and safely.

Hand washing routines are promoted to encourage all children to wash their hands on arrival, after toileting and prior to having their snack. The children are also encouraged to wash their hands after they blow their nose and prior to and during cooking experiences to reduce the risk of transmitting germs and illness throughout the group. During the months of September through to the start of May, sunscreen is also administered by the children 15 minutes prior to going outside. Both our hand washing and sunscreen routines are in line with the centres anaphylaxis, hygiene and sun smart policies.

Families are encouraged to provide a healthy and nutritious drink and snack for their child each session and are given a copy of the centre's nutrition policy prior to commencement. Healthy eating is promoted through discussion and other experiences with the children within the learning program.

The Committee of management and educators have developed an emergency management plan in consultation with relevant authorities and practice fire drills and emergency evacuation procedures each term to ensure that emergency procedures are familiar to all staff, children and parents and are evaluated and managed effectively.

Improvement Plan for QA2

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
2.1.1	Further support children's needs for rest and access to quiet spaces both indoors and outdoors	M	<p>A tent has been purchased for the kindergarten. If children require quiet time this tent can be provided</p> <p>2 couches are available in the book area for children to access</p> <p>Large cushions for outdoor use. These are portable and can be moved to quiet shady areas.</p>	Children have access to a relevant, peaceful space away from others for quiet times when requested.	Immediately	<ul style="list-style-type: none"> - Discussion around purchasing a dark den. - With the long day session outdoor cushions are being used indoors and outdoors. - All groups are meeting the need for rest and relaxation in the indoor and outdoor environment - Yoga has been introduced in the 4yr old program - A beach tent was purchased and is used in or outside as a quiet reading or drawing space with some cushions. - Children have been laying under the mulberry tree after

						<p>lunch and listening to relaxing music or audio books to teach children that a space can have multiple uses and any space can be created into a peaceful, relaxing space</p>
2.1.1	<p>That all appropriate items and equipment are hygienically cleaned, regularly by staff and parents on duty.</p>	H	<p>Ensure sponges are replaced regularly by staff and ensure everyone understands which sponge is use to clean different areas/surfaces. Update the sponge poster near playroom and kitchen sinks so parents and staff are clear about which sponges to use for which areas. Due to Covid-19, surfaces that are regularly touched by children and staff are cleaned and disinfected. For example, art smocks, toys- Lego, blocks, puzzles, indoor and outdoor equipment and imaginative play areas.</p>	<p>Sponges are clean and regularly replaced. Parents on duty are aware which colour sponges to use for which purpose.</p>		<ul style="list-style-type: none"> - Chairs and tables cleaned and disinfected throughout the day to minimise allergies. - High touch areas are cleaned and disinfected regularly throughout the session. - All resources are cleaned in between sessions with antibacterial cleaning products. - Cleaners have been briefed on extra cleaning that needs to take place according to the

						<p>COVID 19 safe plan of the service.</p> <ul style="list-style-type: none"> - All sponges are being replaced with washable cloths, when all are used up. - New posters to reflect the different use of each coloured sponge/cloth.
2.1.1	That parents/siblings on duty are encouraged to follow the same hand washing routines as the kindergarten children to help eliminate the passing of infections and reducing anaphylaxis risks	M	Communicate to parents the benefits of hand washing through the newsletter, and that we encourage those parents/siblings staying for some or all of the session to wash their hands. Those staying briefly will be encouraged to use a hand sanitiser placed at the sign in book.	Observing parents and siblings on duty washing hands regularly.	Ongoing	<ul style="list-style-type: none"> - Staff encourage parents and siblings who are staying on duty to wash hands on arrival. Parents are made aware of this process during their orientation session to the kindergarten. - Hand sanitiser stations have been installed at the front door and in the backyard at adult height - Hand sanitiser available throughout the service - Parents and children regularly reminded

						to wash hands/sanitise during the session
2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.	H	<p>During drop off and pick times, parents use hand sanitiser when they arrive before signing their child in or out of the kindergarten. They do not enter the kindergarten and wait for their child outside. Policy 4.03 Participation of Volunteers and Students has also been updated to reflect these current measures.</p> <p>Staff come to the door to bring children into the kindergarten. Children are also asked to apply hand sanitiser before entering.</p>	The service has an active and current COVID safe plan that outlines the safety and hygiene practices expected by all adults and children on the premises. Hygiene practices are effective and routinely implemented.	Ongoing	<ul style="list-style-type: none"> - Due to Covid-19, we will continue to keep measures in place to minimise the risk of infections spreading. - Observing and reminding parents and children to apply hand sanitiser to minimise spreading of germs. - Policy 2.06 Child Safe Environment has been updated, due to Covid-19, we have had less staff on site and some staff members working from home to minimise risk. - Parents are asked to keep children at home if they are exhibiting any cold or virus symptoms to minimise the spread of germs and viruses.

2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard	H	Bush kinder first aid to be practiced by staff. This includes the need to ensure that the exact location, within the reserve, of the 4 year class, is communicated when ringing emergency services during an emergency.	All staff members complete bush kinder first aid annually	2020	<ul style="list-style-type: none"> - Annually at our first aid training educators update our training for bites and stings. - Snake bandages added to all first aid kits - Updated first aid inventory
2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.	M	The kinder has a veggie patch. To ensure children are exposed to growing vegetables and have an understanding of healthy eating principles. The vegetable patch should be planted out with quick growing vegetables that can be harvested regularly throughout the year.	Children will access and use vegetables during kinder session	2020	<ul style="list-style-type: none"> - Conversations with council have begun about our vegetation spaces, focusing on the garden out the front and the planting of bush tucker plants. - Playground veggie patches were used and then harvested and are being prepared for replanting of more vegetables. - Discussion with our children to determine what they would like to plant into the veggie

						patches and grow too
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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 Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
	Element 3.1.2 Upkeep	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	
	Element 3.2.1 Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
	Element 3.2.2 Resources support play based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play based learning.
	Element 3.2.3 Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.

Quality Area 3: Related sections of the National Law and National Regulation

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. Post renovations Security gates have been adjusted to accommodate for a ramp to be installed to benefit disabled access.
3.2.2	regulation 105 Furniture, materials and equipment. Post renovations, indoor equipment has been updated. New chairs and tables were purchased.
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

Quality Improvement Plan for QA3

Summary of strengths for QA3

At Kurboroo Kindergarten we are committed to providing a safe and engaging learning environment that offers a vast array of flexible play spaces, both indoors and outdoors. Being set amongst beautiful bushland, Kurboroo blends well into the natural environment and offers opportunities for learning and discovery amongst the plants, trees, sand, mud patch, rocks, water, edible vegetable garden and frog bog. Having Warranwood Reserve next door enables the children to have opportunities to explore the natural environment further, interact with local plants and wildlife and participate in community planting experiences with the local bush committee.

Our 4 year old program incorporates a bush kinder program. This program operates once per week for 2 hours, from 10am-12noon, during the 2nd and 3rd terms of the year and allows the children to explore and learn more about our natural environment. The kindergarten provides full wet weather attire to each child participating in the program, so that the children can participate each week in all types of weather (except extreme weather conditions).

All indoor and outdoor spaces, buildings, furniture, equipment, facilities and resources are regularly cleaned, are safe, suitable for their purpose and well maintained. These spaces invite open-ended interactions, exploration and problem-solving and provide a platform for ongoing environmental education.

The environment is inclusive, responsive to individual interests and abilities, promotes competence, independent exploration and learning through play. It allows all children the opportunity to participate in a range of individual and shared learning experiences both in and outdoors. Outdoors there is a

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great balance between built and natural environments which lend themselves to physical activity, imaginative play and meaningful interactions. We have many shaded areas to ensure that the children are adequately protected from the sun and appropriate fencing and gates allow safety and access into the environment. Materials and resources, both indoors and outdoors are abundant in number and carefully chosen by the educators to contribute to each child's sense of belonging and challenge them to explore new possibilities, increase their skills, interests and abilities and foster an appreciation of the natural environment. The space in and outdoors is regularly arranged and re-organised to promote children's learning and development and cater for their varying needs for solitary, associative and cooperative play experiences. The environment and daily/ weekly program allows for quiet, messy and active learning experiences, routines, small group and whole group experiences. The open spaces of both areas also allow for adequate supervision of all children, by educators and staff within these areas.

The children have convenient access to their personal belongings, toilet and hand washing facilities, as well as to a wide variety of resources, equipment and materials, to utilise in their play, so as to foster the children's independence and autonomy. Educators and staff are always readily available to greet all children and families as they arrive and leave the centre, so as to ensure the safety of each child and to foster positive relationships with all families involved in the centre.

The centre actively promotes sustainable practices such as recycling and water conservation and is seeking ways to be more energy efficient. Educators seek to foster the children's capacity to understand and respect the natural environment and the interdependence between people, plants, animals and the land.

Improvement Plan for QA3

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
3.2.2	Resources support play based learning	L	Working bee to organise the sheds, and discussion with children about what they would like access to	Resources are easily identifiable to children in the sheds and safely accessible for educators	Ongoing	<ul style="list-style-type: none"> - Sheds were rearranged in the clean up at the end of 2020. - Continual note of these needing to be maintained and sorted across the working bees of 2021
3.2.3	Encourage children to become environmentally responsible.	M	The 4 year old groups participated in tree planting in the Warranwood reserve. The kinder would like to ensure this is a regular event and will schedule dates each year	Regular tree planting program available to children to participate in. Children are actively involved in being environmentally responsible in the kinder	Ongoing	<ul style="list-style-type: none"> - Each year the 4yr old groups participate in tree planting in the Warranwood Reserve, with local council and Warranwood bush committee. - Worm farm, and encouraging students to identify food scraps appropriate for worms. - We have lights and taps that turn on and off automatically. - Children encouraged to use limited water during outdoor play. - Incorporating responsibility for sustainability in the program - Collecting bottle tops, bread tags and there is a soft plastic

						<p>box in the office to collect any soft plastics.</p> <ul style="list-style-type: none"> - One sided scrap paper is saved and reused by the children for drawing and painting experiences.
3.2.3	Encourage children to become environmentally responsible.	M	The children participate in bush kinder programs throughout the year. As part of this we will actively encourage children to understand about the needs of the wildlife in the area.	Implement a spot the bird/ insect process during bush kinder	2020	<p>New action Bush kinder due start term 2 for all four year olds</p> <p>Have discussed how this may be implemented in 2021 going forward as we did not get to engage in a lot of bush kinder in 2020 due to COVID. We will revisit these ideas in staff meetings in 2021</p>

Quality Area 4: Staffing Arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

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 Organisation of educators	The organisation of educators across the service supports children's learning and development.
	Element 4.1.2 Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.	
	Element 4.2.1 Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.

Quality Area 4: Related sections of the National Law and National Regulation

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
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

At Kurboroo staffing arrangements enhance the children’s learning and development and ensure their safety and wellbeing. Educators and staff are passionate and committed to providing consistent care and respectful relationships with the children and families involved in our service. Educators to child ratios are consistently maintained and all staff and educators are adequately qualified and seek ways to continue to build on their professional

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knowledge and skills. We share a sound philosophy at our service that actively supports the inclusion of all children in their learning and development through play. We are committed to providing a learning environment that enriches the lives of the children and families involved and that supports their interests, diversity and needs.

We are fortunate to have three teams of dedicated staff and educators who work with our three individual groups of children and families, (Two x four year old groups and one x three year old group). Each team works consistently with their individual group and supports each other in the planning, delivery and reflection of a quality program that reflects the needs, interests and abilities of the children and families within their care. One of our four year old co educators is also Bachelor trained, so this adds another dimension of strength and skills to the programming cycle as she is able to cover for our Bachelor trained staff and is already familiar to the children in the four year old groups. Where possible, staff cover each other when relief staffing is required as a first preference. This provides a sense of security and familiarity for both children and families. With the introduction of the long days program, we also added a lunch cover staff member, who has also been able to cover for other staff when they are unable to work for personal or illness reasons across all groups.

The entire staffing team meet regularly together to discuss the program, management, equipment and resources and maintenance of the centre and to discuss and plan future professional development needs and opportunities. We also regularly share our concerns, interests, skills, beliefs and values with one another, to ensure that we collectively reflect the centre's philosophy.

Staff and educators work collaboratively with families and the committee of management to ensure the smooth running of the service and to continue to create an atmosphere of community. Together staff, educators and the committee gather information from the families involved in our service in order to develop policies, inform the development of the children's learning program and to provide community-based activities to support the further

development of relationships between all who are involved in the centre. Families are regularly informed of information about the program, activities and management of the centre through regular newsletters and minutes of monthly meetings.

The staff and educators of Kurboroo are committed and passionate about our roles and responsibilities and always seek to work collaboratively together to support and assist one another with the tasks and responsibilities involved in running of a quality learning environment for all children and families. We aim to utilise one another's knowledge, skills, interests and abilities to enhance our program and environment and to ensure the preservation of open and positive relationships and a caring and rewarding atmosphere for all.

Improvement Plan for QA4

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
4.1.2	To ensure that children have the opportunity to experience continuity of educators at the service.	H	Determine a process for ensuring that where possible current staff are given the opportunity to replace leave/ vacancy to ensure continuity of educators.	Staff leave/ vacancy is filled by staff from within the kinder where possible and relief agencies are only used as a last resort.	2020	<ul style="list-style-type: none"> - Employed lunch cover for long day sessions, who has also been able to assist in relieving other educators across all groups. - We have a Bachelor trained assistant, who works with both of the four year old groups and is able to cover a multitude of roles within all groups at the kinder - Have needed limited external relief cover.

4.2.1	Sharing of professional development (PD) learnings	H	Any staff member who attends a PD day will provide the rest of the staff a brief outline of what was learnt. This could be via formal face-to-face communication or via email.	All staff are sharing knowledge gained through PD and are learning from each other	2020	<ul style="list-style-type: none"> - Tabled for discussion at future staff meetings to determine how this would best work and be documented and meaningful for all staff
4.2.1	Professional collaboration	H	Provide further collaboration and support around the Director role and responsibilities	<p>We will look at experience as a criteria in interview process for new 4 year old educator</p> <p>Ensure employed person understands the value of team and is prepared to support and work alongside other staff</p>	The Director feels supported and working as part of an active team	<ul style="list-style-type: none"> - The Director feels supported as a result of the employment of someone with Early Years Advisor management experience. - Team meetings are held frequently and resources and ideas for programming and supporting children are shared between educators and the staff team. - The role of Educational Leader is now being shared between the director and other four year old teacher to share the responsibility for research, education and planning with the staff team.

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 Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
	Element 5.1.2 Dignity and rights of the child	The dignity and rights of every child are maintained.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
	Element 5.2.1 Collaborative learning	Children are supported to collaborate, learn from and help each other.
	Element 5.2.2 Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Quality Area 5: Related sections of the National Law and National Regulation

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

During the self-assessment process, staff and educators acknowledged that collectively, we are passionate about developing positive and trusting relationships with all of the children entrusted into our care. We agree that such respectful, responsive, nurturing and equitable relationships with the children are the key to creating a supportive physical and social learning environment that will have a positive impact on all children's learning and development.

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To support each child to develop a sense of belonging in our kinder community and to assist with the development of warm and trusting relationships with each child, we commence each year with small group orientation sessions. These allow the children and staff and educators time to get to know one another, by engaging in play and conversation together in half groups. Staff and educators have time to observe each child and become more familiar with their names, interests and individual needs.

Educators and staff ensure that they always use a warm and gentle tone when interacting with all children and ensure that they make eye contact with each child and bring their body down to the children's level. Greeting each child and family at the door each session, upon arrival and departure, is also a high priority for staff and educators. This helps to ensure that each child and family is made to feel welcome and has an opportunity to share relevant information about their child, to assist them with a positive sense of belonging. Each child has their own individual labelled locker to store their belongings for ready access, at all times, throughout the session. Staff and educators encourage all children to seek their own areas of play and support them to make choices and have responsibilities within the program, so as to empower them to actively engage in their learning and develop a strong sense of identity and wellbeing.

Educators recognise their role as facilitators in the children's learning and endeavour to assist the children to take ownership over the program and the incorporation of their ideas, interests and diversity. The program allows for all children to work independently or together in small and large groups, at a wide variety of imaginative and creative experiences. Many of these experiences support and encourage collaborative learning, cooperation, problem-solving and the assisting of one another.

To enable the children to develop a strong sense of security and belonging, staff and educators ensure that their interactions with each child are warm and responsive. Staff and educators listen to each child and respond to their needs. Consistent routines and expectations for behaviour are discussed

and implemented with children to ensure that all children feel safe, secure and respected. Having two parents on duty each session enables staff and educators to participate in and observe the children's play and be available to respond to their needs and to facilitate their interests and ideas. Staff and educators encourage the children to independently support and assist one another and are readily available to model appropriate language and behaviour that may be required for problem solving and conflict resolution during play situations.

Equipment and resources are readily available to the children to independently access, so as to encourage and extend their own interests and learning. Areas of play are arranged to invite and engage each child and to meet their individual needs in their play, so that each child is supported to feel secure, confident and included. Children are encouraged to independently access equipment and resources and to ask for additional items, both in and outdoors to extend their interests and learning. Staff and educators praise each child for their individual efforts and make themselves available to engage with each child at their chosen experiences, to encourage and listen to children in their play, so to develop positive relationships with each child and gain a greater understanding of their needs and strengths.

The dignity and rights of every child are maintained at all times and staff/educators are discreet when assisting children with their physical needs, or supporting them with conflict resolution or behavioural issues. Staff and educators are gentle, calm and reassuring and use an appropriate tone of voice and gesture at all times. Staff/educators seek to positively support individual children with any issues that may arise over group dynamics or personality conflicts and respond promptly to any aggressive behaviour, to ensure that all children remain safe and supported at all times.

Our centre has a variety of resources for children with additional needs and these are added to each year, according to individual children's needs. Educators and staff regularly use board maker, sign language, photographs and a variety of other resources to ensure that all children's needs and interests understood and are met within our program. Each child is encouraged to share ideas, interests, treasured objects, nature items, stories, songs and events with small and large groups and families are regularly encouraged to share their own talents, skills and cultural diversity with the kinder

community. Educators document each child’s learning, strengths and interests in individual portfolios and reflections book so that all children and families can regularly see their learning and development, as the year unfolds.

Improvement Plan for QA5

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
5.2.2	All children are supported to self-regulate their behaviour in order to ensure staff and children feel safe, secure and supported	H	Developing behaviour guidance plans for relevant children	Children’s behaviour will be successfully managed by the children themselves with the ongoing support and encouragement of educators	Ongoing to meet the needs of children as they arise	<ul style="list-style-type: none"> - Discussions have begun around developing behaviour guidance plans - Behaviour guidance plans were developed for relevant children - These plans were implemented by all staff - The plans were made in consultation with families and other relevant support people in the children’s life (ie

						<p>psychologists, speech therapist, OT etc)</p> <ul style="list-style-type: none">- The plans were shared with prep teachers at their visits to support the children with a smooth transition to school.- Our SRF plan has been developed to support educators with ongoing professional development and resources to equip them with skills to assist children with their self-regulation techniques.
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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 Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
	Element 6.1.2 Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
	Element 6.1.3 Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.	
	Element 6.2.1 Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
	Element 6.2.2 Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
	Element 6.2.3 Community engagement	The service builds relationships and engages with its community.

Quality Area 6: Related sections of the National Law and National Regulation

Standard/element	National Law (section) and National Regulations (regulation)
6.1, 6.2,	regulation 157 Access for parents
	Related requirements
6.1, 6.2	section 172 Offence to fail to display prescribed information
6.1, 6.2,	section 175 Offence relating to requirement to keep enrolment and other documents
6.1, 6.2,	regulation 73 Educational programs
6.1, 6.2,	regulation 74 Documenting of child assessments or evaluations for delivery of educational program
6.1, 6.2,	regulation 75 Information about the educational program to be kept available
6.1, 6.2,	regulation 76 Information about educational program to be given to parents
6.1, 6.2,	regulation 80 Weekly menu
6., 6.2,	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,	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,	regulation 171 Policies and procedures to be kept available
Standard/element	National Law (section) and National Regulations (regulation)
6.1, 6.2,	regulation 172 Notification of change to policies or procedures
6.1, 6.2,	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,	regulation 181 Confidentiality of records kept by approved provider
6.1, 6.2,	regulation 182 Confidentiality of records kept by family day care educator
6.1, 6.2,	regulation 183 Storage of records and other documents

Summary of strengths for QA6

Our Kindergarten relies on our families to ensure successful day to day running, through our committee of management. Parents and other family members are encouraged to participate in the program, not just as parent helpers but also through other ways in which they may share a particular skill or talent.

As part of the Maroondah Council, we belong to a centralised enrolment service, who allocate families to our service. Our orientation process at the beginning of the year focuses on small groups, allowing for relationships to develop between staff and child, and the other children in the group. It also allows staff to take vital observation of the students, driving the program in the weeks ahead. At this time, families are given further information about our centre and how they can participate. Families also provide educators with background information on their child.

By staff members greeting and farewelling children and their families, informal, day to day communication is encouraged, as well as creating value in the child, and family, and their place within our kindergarten community. A staff member may address the group of waiting parents, if important information is to be shared. This informal communication allows families to receive current information about the service, while formal communication is through newsletters, signs, reflection folders, program folders, notes and emails home and via our well monitored kindergarten Facebook page which are inclusive of all families. As part of our formal communication we utilise FlexiSchools and various social media platforms.

Available community resources are displayed in a clear manner, while our staff are a wonderful resource for parents in this area. Parents are encouraged to source additional information in our parent library, located in a private area of the centre.

Our kindergarten is very lucky in that many families return to our service, allowing for easy transitions into the service. Many of our children attend three-year-old kindergarten, and then move onto the four-year-old program, allowing the educators to share valuable information about the child and their development. Transition reports are written for those students moving onto primary school, while our school day at kinder, allows the children to wear their new school uniform, as well as being introduced to some of the routines they may expect at school.

Our kindergarten has strong ties to many local organisations within our community, including those who visit the service such as the CFA, Police, school groups and Maroondah council, while the children participate in annual planting in the neighbouring reserve, with the Warranwood Reserve Committee. The kindergarten has an ongoing relationship with our elderly local neighbour who regularly visits the kinder throughout the year.

We have a strong relationship with our local primary schools, in particular, Warranwood Primary School, with senior students visiting the kinder for a buddy program during terms 2 and 3, and in term 4 the kinder does a return visit to Warranwood Primary School. We have various students who attend for work experience from the local high school communities.

Further engagement with our community occurs by incorporating into our program “community projects”. These projects aim to encourage children and families to be aware of the opportunities that exist to support community organisations who provide care and assistance to specific, vulnerable groups within the local area and our wider world. Projects focus on local organisations, caring for the environment and animals and caring for those who are less fortunate overseas. Participation in these projects helps children understand how they can contribute and help make a difference in our world.

Improvement Plan for QA6

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
6.2.3	Continue to expand children’s knowledge of local and wider community.	M	Encourage local community representatives to provide information to children as well as the opportunity to be involved i.e., small change for Tanzania (2019), crazy hat/ coloured	At least two local/ wider community activities are scheduled during the year. Children are exposed to play based learning environments to further	2020 & Ongoing	<ul style="list-style-type: none"> - Each term we will be undertaking a community project - Tanzania project will continue in 2020 and beyond - 4 year old groups are in discussion with a local aged

			<p>clothing for Royal Children's Hospital (2019).</p> <p>Provide play based learning for children related to the community being learnt about</p>	<p>understand about related community activities i.e. corner of kinder set up with toys and pictures relating to Tanzania.</p>		<p>care centre to initiate letter writing experiences with residents.</p>
6.2.3	Learn more about local indigenous groups	M	<p>Maintain connections with local indigenous communities to ensure staff and children are exposed to learnings of first Australians.</p>	<p>Educators confident in their knowledge to integrate this into their programs. Children given the opportunity to learn about Aboriginal and indigenous culture and respond to diversity with respect.</p>	Ongoing	<ul style="list-style-type: none"> - We will seek an Aboriginal elder to come and speak to children about Aboriginal culture - Acknowledge the local Indigenous people, the Wurundjeri people, at our Welcome to Country and during Bush Kinder sessions. - Researching and attending Professional Development regarding embedding indigenous culture into our program and sharing this knowledge with all educators.
6.2.3	To increase the range of current information made available to families to facilitate connections with other services in the local community.	L	<p>Use FlexiSchools and newsletters to promote kinder relationships with other local community services, for example the Warranwood bush committee, local primary schools, Warranwood fire brigade, etc.</p>	<p>At least one community service is promoted through one of the communication mechanisms each term.</p>	2020 and Ongoing	<ul style="list-style-type: none"> - Have posted on kinder Facebook pages - Handouts in welcome area. - Continual conversations with new committee to develop ways in which this can be expanded moving forward

6.2.3	To make our front vegie patches accessible to our communities	M	Send out information to the local community to be part of planting and harvesting (newsletters/handouts/Facebook)	Working with families to plant, maintain and harvest our veggie patches and having them accessible to community also		<ul style="list-style-type: none"> - Staff have started discussion around this process - Follow up across staff meetings and discussion to be had with new sustainability officer also to see if they have any ideas and ways in which this area can be improved - Letter drop to neighbouring houses to make them aware of the vegie boxes and how they can be involved in planting, maintaining and harvesting of the plants/vegies placed in the community boxes.
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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 Service philosophy and purpose	A statement of philosophy guides all aspects of the service’s operations.
	Element 7.1.2 Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
	Element 7.1.3 Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.
Standard 7.2	There is a commitment to continuous improvement.	
	Element 7.2.1 Continuous improvement	There is an effective self-assessment and quality improvement process in place.

Element 7.2.2 Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Element 7.2.3 Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

Quality Area 7: Related sections of the National Law and National Regulation

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,	regulations 168-172	Policies and procedures
	regulations 173-176	Information and record-keeping requirements
	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 for QA7

Our kindergarten is managed by a volunteer committee of management, made up of parents whose children attend the service. While supporting continuity of service, new committee members are encouraged to join at the AGM. A handover period has been designed to allow a smooth transition between the committees, ensuring important role information, documentation and procedures are shared. A five year business plan is constantly reviewed and developed by the committee.

Our service has been lucky to retain our staff for several years, which is a benefit for returning and new families. Our team of relief staff have been associated with the kinder, which allows seamless transition when they are working at our service.

Our staff and members of our executive committee have been deemed fit and proper by the relevant organisation. Our committee members are encouraged to undertake police checks and if they have a WWC check or VIT registration, these details are noted.

Our philosophy has been developed by staff and committee, is continually reflected upon allowing for changes as needed, and includes our respect of indigenous culture. This is shared with families in enrolment books, is displayed and is available on our website. The policies of the kindergarten are regularly reviewed and updated as needed. Families are informed of this process through the newsletter and via emails. Input from families is actively sought in this process. Final policies are kept at the kinder and online, allowing parents and the wider community access to these documents.

Key Improvements Sought for QA7

Improvement Plan for QA7

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
7.1.1	To consider the inclusion of input and feedback from families on the service's philosophy.	H	Continue to utilise existing practices, including the parent satisfaction survey and a record of informal discussion between staff and parents.	Parent feedback provided via the listed communication methods to be included in the philosophy.	2020 and moving forward	<ul style="list-style-type: none"> - Acted on feedback from parents in 2019 and altered our session times for the 4yr old kinder sessions in 2020. - Responding to feedback and communication with MIKA, in 2021 we will run a 6hr 3yr old group. - Kinder philosophy is updated regularly following from discussion with staff during staff meetings
7.1.3	That the handover period between the incoming and outgoing committee of management continues to be streamlined	M	To ensure a thorough handover is completed for each of the committee roles by changing the dates for outgoing members to attend committee meetings.	<p>Incoming committee members are clear on their roles and responsibilities and are able to fulfil these.</p> <p>All roles to have a google drive developed, including all relevant information for</p>	2020	<ul style="list-style-type: none"> - Handover from 2019 to 2020 committee took place over the final two committee meetings in 2019. - Decision has been made for outgoing committee 2020 to handover 1st February 2021 - Google drive for each committee member has been established to ensure

				incoming committee members		<p>continuity and clarity in the roles and their responsibilities</p> <ul style="list-style-type: none"> - Some committee members from last year have stayed on committee, but moved roles, however are committed to supporting incoming committee members to find their feet and get confidence in their new roles
7.2.1	To improve self-assessment and quality planning process for the kinder	M	A self-assessment will be completed with key members of the committee and teachers to ensure a thorough self-assessment is completed and quality improvement actions identified.	<p>Self-assessment meeting held</p> <p>SMART goals to be developed</p>	2020 and ongoing	<ul style="list-style-type: none"> - Staff appraisals to take place at the beginning of term 3, this allows time for staff to adequately reflect and improve - Due to COVID, the proformas for performance reviews were adapted to meet the wellbeing needs of educators and to reflect the year that was - Staff will review the proforma used for performance reviews in collaboration with committee to update it in 2021