



Quality Improvement Plan 2018



Service details

Service name		Service approval number	
Bishop Kindergarten		SE-00010172	
Primary contacts at service			
Margaret Henson			
Physical location of service		Physical location contact details	
Street	5 Willison Street	Telephone	(08) 86822412
Suburb	Port Lincoln	Mobile	N/A
State/territory	South Australia	Fax	(08) 86833938
Postcode	5606	Email	dl.6607leaders@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	Ann-Marie Hayes Executive Director – Office for Children and Young People	Name	Margaret Henson
Telephone	(08) 82263463	Telephone	(08) 86822412
Mobile	0407474884	Mobile	N/A
Fax	(08) 82260159	Fax	(08) 86833938
Email	AnnMarie.Hayes2@sa.gov.au	Email	dl.6607leaders@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street	GPO Box 1152	State/territory	South Australia
Suburb	Adelaide SA 5001	Postcode	5606

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.

Describe the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

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.

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	0845	0845	0845	0845	0845 to 1115		
Closing time	1500	1500	1500	1500	1230 to 1500		

Additional information about your service

Bishop Kindergarten

- Is a full time Department for Education and Child Development (DECD) Category 2, stand alone Preschool with a 30 child per session capacity.
- Operates in a well maintained building which was purpose built approximately 48 years ago with street parking along Willison Street and George Street.
- Is one of 9 Early Childhood Services (Preschools and Childcare Centres) in and close to Port Lincoln.
Port Lincoln is a seaside city with a population of approximately 15,000 people located on the southern point of Eyre Peninsula.
- Works with the Preschool Community and the Port Lincoln Office for Education to support the placement of children into Preschool Programs.
Complying with the Preschool Enrolment Procedure.
- Families come from diverse backgrounds and travel from within the city limits and outlying rural areas.
The diverse kindergarten community varies each year but usually includes Aboriginal, GOM's, English as a second language, single parent families, children with additional needs and FiFo.
- Is managed by a group of volunteer parents / carers who are elected annually on to the Governing Council.
The Governing Council is supported by staff and DECD to manage the preschool's finances, participate in the planning and developing of policies and centre improvement priorities with guidelines established by DECD.
- Has a warranted staff team of 2.5 equivalent full time staff i.e. 1.0 Director, 1.0 Teacher and 0.5 Early Childhood Worker (ECW).
The Director is the only permanent employee and has been at Bishop Kindergarten for 19 years. All other staff members have part time contracts and have been employed for periods of 7years to less than 1 term.
- Utilizes Support Services provided by DECD and the Port Lincoln Health Services to support children / families with additional needs.
An ECW is employed to implement individual programs e.g. supporting children with speech and language development.
- Introduced Universal Access in 2012. i.e. Children who start their entitled year of Preschool can attend a maximum of 15 hours per week.
Since 2014 we have employed an additional 0.4 Teacher – utilizing the Universal Access staffing allowance.
We continue to use our budget savings to pay for a 0.5 ECW so as to increase the warranted staffing from 0.5 to 1.0 thus maintaining a quality curriculum in a safe environment. This is supported by our Governing Council and Kindergarten families.
- Introduced Same First Day in 2013 i.e. Children who turned 4 before the first of May are entitled to start at the beginning of the school year. A transition and orientation program is negotiated each year when a 'transition to school' provides spaces for new preschool children to begin a transition to preschool.

Bishop Kindergarten

- Places children in 2 groups with a maximum of 30 after negotiating with families.
BLUE – BLUEFIN TUNA / FINS attend Monday and Wednesday 8.45a.m. – 3.00p.m. and Friday 8.45a.m. – 11.15a.m.
GREEN – LINCOLN PARROTS / FEATHERS attend Tuesday and Thursday 8.45a.m. – 3.00p.m. and Friday 12.30p.m. – 3.00p.m.
These groups stay the same so as to maximise continuity of relationships and involvement in the curriculum.
 - Provides before and after preschool care for working families who are juggling drop-off / pick-up times.
This is a written request and incurs a small fee.
 - Uses the Early Years Learning Framework for Australia – Belonging, Being and Becoming to facilitate children’s play-based learning.
Staff implement an Early Years Planning Cycle where they collect and use data to question, plan, act and review.
 - Implements DECD priorities – Numeracy and Literacy- Intentionally setting up environments that will enable the children to show their knowledge, skills and dispositions.
 - Uses the National Quality Standards (NQS) to guide a yearly systematic self review.
The 7 Quality areas of the NQS enable us to enquire into all aspects of the Preschool’s operations and helps to address questions on the quality and effectiveness of the Preschool’s processes, outcomes and performance.
-
- Director, Margaret Henson (Nominated Supervisor) is the person responsible for submitting this Quality Improvement Plan after consultation with the Preschool Community.

Service statement of philosophy

At Bishop Kindergarten the staff believe in establishing respectful and reciprocal relationships with families and the community to enable the development of mutual understandings about children's knowledge, skills and dispositions.

We value a quality curriculum that allows us to respect diversity and focus on the importance of children learning through play in a welcoming, safe and stimulating environment.

Reviewed: February 2018

(with Governing Council, Parents, Children and Staff).

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		
The educational program enhances each child's learning and development.		
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
Standard 1.2		
Educators facilitate and extend each child's learning and development.		
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	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.		
Assessment and planning cycle	Element 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.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.

Information for families	Element 1.3.3	Families are informed about the program and their child's progress.
--------------------------	---------------	---

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

Standard/element	National Law (section) and National Regulations (regulation)	
1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.2.3	section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)
1.1.1	section 168(1)(a)-(b)	Program designed for each child
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	section 168(1)(c)-(d)	Program designed for each child
1.1.1, 1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	regulation 73	Educational program
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
1.3.1, 1.3.3	regulation 75	Information about the educational program to be kept available
1.3.3	regulation 76	Information about educational program to be given to parents
1.3.3	regulation 111	Administrative Space
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 155	Interactions with children
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 156	Relationships in groups

Standard/element	National Law (section) and National Regulations (regulation)	
1.3.1	regulation 177(1)(a)	Prescribed enrolment and other documents to be kept by approved provider – the documentation of child assessments or evaluations for delivery of the educational program
1.3.1	regulation 178(1)(a)	Prescribed enrolment and other documents to be kept by family day care educator – the documentation of child assessments or evaluations for delivery of the educational program
1.1.1	Regulation 254	Declared approved learning frameworks
1.3.1, 1.3.3	regulation 274A NSW	Programs for children over preschool age
1.3.1, 1.3.3	regulation 289A NT	Programs for children over preschool age
1.3.1, 1.3.3	regulation 298A Qld	Programs for children over preschool age

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths

BISHOP KINDERGARTEN FOCUSES ON ENSURING THAT THE EDUCATIONAL PROGRAM AND PRACTICE IS STIMULATING AND ENGAGING AND ENHANCES CHILDREN'S LEARNING AND DEVELOPMENT. THE PROGRAM NURTURES THE DEVELOPMENT OF LIFE SKILLS AND COMPLEMENTS CHILDREN'S EXPERIENCES, OPPORTUNITIES AND RELATIONSHIPS AT PRE-SCHOOL, AT HOME AND IN THE COMMUNITY.

- Staff use the approved learning framework, 'Belonging, Being, Becoming', to inform the development of a program that enhances each child's learning and development through play; intentional teaching; establishing learning environments and being responsive to children's strengths, capabilities, culture, interests and experiences. It guides the pedagogical practice of the educators and their reflective approach to assessment and planning for each child.
The 'daily timetable' encourages children to make activity choices and allows for blocks of uninterrupted time for the children to develop their learning and promote positive dispositions.
- Children's learning and development is observed, recorded and reflected upon at whole staff planning meetings and each term an 'Individual Learning Plan' (ILP) is developed for each child. Each child's current knowledge, strengths, ideas, culture, abilities and interests are a foundation of the program.
- Children each have a personal portfolio which records their involvement and learning.
These contain - ILP, Family Information, Work Samples, Photographs, etc.
Supporting documents also included in the children's portfolio - 'How we gather information' proforma, 'Profile of My Child' proforma, Evidence of Observations, Planning and Reflection, Literacy and Numeracy Indicators, Social Skills Observations, Cutting and Drawing Skills, Speech Sound Development Screener, Phonological Awareness Skill Mapping (PASM), Evidence of Parent/Child/Staff Interview in Term 1, Home Pack Information from Term 2 & 3, Statement of Learning. (copies – 1. Filed at Preschool 2. Passed to the appropriate school staff.)
- Families can access their child's portfolio at any time but it is our practice to share each child's portfolio in Term 1 during an organised parent/child/teacher interview, at a negotiated time.
They then take their portfolio home to share with their extended family. The portfolios are sent home again in Term 2 & 3 for families to once again share their child's learning.
- Supports all children to access the learning environment and children with additional needs are provided with integration support.
This is provided after enrolling the child; with parent permission with DECD Integrated Support Services.
- Displays in the Preschool and on the community board in Woolworths are evidence of the children's involvement and learning.
- Pictorial Curriculum Board is a visual presentation introduced to all families as part of the induction and first parent/child/teacher interview.
A fortnightly program is displayed on the front door.
- Governing Council meetings are another forum the staff use to share information about the educational program and practice.
Parent / Carers are encouraged to add ideas e.g. children's interests in emergency vehicles and organised visitors to enhance interests.
- Regular updates of children's learning is explained in newsletters from staff and Governing Council.
Encouraging Parents / Carers to share ideas / skills at kindergarten.

Key improvements sought for Quality Area 1

Improvement Plan

Standard/element	Identified Issue	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 Program learning opportunities.	1.1.3 How do we maximise opportunities for each child's learning?	Raise attendance rates to the State's Preschool Attendance Target of 93%	H	<ul style="list-style-type: none"> Set expectations at enrolment (expect families to inform if and why their child is away). Hand out 'Everyday Counts' with Enrolment package. Discuss attendance at Governing Council each month. Review attendance patterns of individuals monthly. Approach parents of those children who have regular absenteeism. Include in each term newsletter a reminder to parents/carers the importance of regularly attending kindergarten. 	<ul style="list-style-type: none"> All children have valid reason for absence. No unexplained absences Attendance for ALL has increased to 93% or higher. 	<ul style="list-style-type: none"> End of Term 1 review absenteeism especially Fridays. Give families the option of booking their children into 2 full days (12 ½ hours) and update as families feel their children no longer need the Friday to 'recharge'. 	<p>During 2015</p> <ul style="list-style-type: none"> We recorded reasons for absenteeism in the diary and also in the Attendance records in EYS We approached families whose children were regularly absent on Fridays giving the option to reduce their 15 hour booking to 12 ½ hours (2 full days). <p>During 2016 we continued to review attendances as previous years data had shown Universal Access and Same First Day had affected children's attendances. Reason for absence was recorded in the diary.</p> <p>We continued to inform families everyday counts and reviewed booking schedules to decide if 2 ½ days was meeting family needs. We also reviewed whole term attendance to see if this gave a better average attendance than the reference weeks chosen by DECD.</p> <p>2017 - Term 1 Week 1 All families were approached re children attending 2.5 days or 2 days. Each weeks attendances were reviewed as data was entered in EYS.</p> <p>2018 Set attendance expectation at the beginning of the year. Review attendance for all children each term (not just the 2 reference weeks) Discuss with parents/carers absenteeism and how this affects their child's</p>



							engagement in the Preschool Program.
Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.3 Critical reflection.	1.3.2 How do we assess each child's learning and development in Numeracy?	Numeracy is an integral part of our program. All children will have the opportunity to experience a diverse range of numeracy experiences. Staff will assess and evaluate each child's engagement and their developmental knowledge as part of an ongoing cycle of planning, documenting and evaluation.	H	<ul style="list-style-type: none"> Review numeracy in Belonging, Being, Becoming. All staff to be familiar with and can articulate the Numeracy indicators as written in the Guidelines for the Indicators of Preschool Numeracy and Literacy. Formulate a process of recording children's engagement in numeracy. Review – What and How intentional teaching / establishing learning environments impact on children's numeracy knowledge development. Staff to attend appropriate T&D. 	<ul style="list-style-type: none"> All children will participate in a numeracy rich environment. All staff can record children's numeracy knowledge against indicators. Term 4 – Children's growth in Numeracy will be documented in their Statement of Learning. 	<p>End of Term 1 All staff have reviewed indicators and participated in staff meeting/ discussions.</p> <p>All staff recording children using numeracy in their play (ongoing)</p> <p>Term 4 Numeracy knowledge is included in each child's Statement of Learning.</p>	<p>2014 – All staff attended a whole day workshop with Lisa-Jane O'Connor.</p> <p>2015</p> <ul style="list-style-type: none"> Staff reviewed Literacy / Numeracy indicators. Staff attended Numeracy in the Early Years with Lisa-Jane O'Connor where we were introduced to the Indicators of Preschool Numeracy. Staff participated in Numeracy Plus Mentor workshops. <p>2016</p> <ul style="list-style-type: none"> Staff designed a proforma to record children's involvement in numeracy experiences. Displayed Numeracy and Literacy indicators in the Preschool. Staff attended Connecting Schools and Preschools – Are we on the same track? Numeracy. Staff participated in an Inquiry Project. Staff and children worked with Deb Lascock to stretch children's mathematical learning. <p>2017 Term1 Week1</p> <ul style="list-style-type: none"> New staff inducted into process used to record children's engagement in Numeracy. Reviewed Inquiry Project and discussed feedback from DECD.

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.3 Critical reflection	1.3.2 How do we assess each child's learning and development in Literacy?	Literacy is an integral part of our program. All children will have the opportunity to experience a diverse range of literacy experiences. Staff will assess and evaluate each child's engagement and their developmental knowledge as part of an ongoing cycle of planning, documenting and evaluation.	H	<ul style="list-style-type: none"> • All children to participate in a Speech Screener. • All children to participate in PASM in term 1&4. • Use information from term 1 to inform our practice. Review literacy in Belonging, Being, Becoming. • All staff to be familiar with and can articulate the literacy indicators as written in the Guidelines for Preschool Numeracy and Literacy Indicators. • Formulate a process of recording children's engagement in literacy. • Review – What and how intentional teaching / establishing learning environments impact on children's literacy knowledge development. • Staff to attend appropriate T&D. 	<ul style="list-style-type: none"> • All children who need support for speech and language are referred to DECD. • All children participating in a Quality Literacy Program and have Phonological Awareness as described in PASM. • All staff can record children's Literacy Knowledge against indicators. • Term 4 – Children's growth in Literacy will be documented in their Statement of Learning. 	<ul style="list-style-type: none"> • Term 1 - Assessment results used to design program. • Ongoing monitoring. • All staff recording children using literacy in their play. • Term 4 – Literacy knowledge in each child's Statement of Learning. 	<p>2018 New staff inducted into process used to record children's engagement in Numeracy.</p> <p>2014/2015 Used Phonological Awareness Skills Mapping PASM.</p> <p>2016</p> <ul style="list-style-type: none"> • Addressed strengths and gaps in staff knowledge/skills. • Utilized the resources recommended and created by the ongoing work of Numeracy and Literacy Results Plus. • Used Literacy Indicators to monitor children's learning. <p>2017 Staff continued to build their capacity and pedagogical practice attending termly cluster T&D focusing on literacy.</p> <p>2018 Staff participated in a collaborative project to increase children's Oral Language skills.</p>

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 and physical activity is supported and promoted.	
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2	Each child is protected.	
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	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 Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3	section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)
2.2.3	section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
2.2.1	section 165	Offence to inadequately supervise children
2.1.1	section 166	Offence to use inappropriate discipline
2.2.1	section 167	Offence relating to protection of children from harm and hazards
2.2.1	section 169	Offence relating to staffing arrangements
2.2.1	section 170	Offence relating to unauthorised persons on education and care service premises
2.2.1	section 171	Offence relating to direction to exclude inappropriate persons from education and care premises
2.2.1	section 189	Emergency removal of children
2.1.2, 2.1.3, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.1.3, 2.2.1	regulation 78	Food and beverages
2.1.3, 2.2.1	regulation 79	Service providing food and beverages
2.1.3, 2.2.1	regulation 80	Weekly menu
2.1.1	regulation 81	Sleep and rest
2.2.1	regulation 82	Tobacco, drug and alcohol free environment
Standard/element	National Law (section) and National Regulations (regulation)	

2.2.1	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.2.3	regulation 84	Awareness of child protection law
2.1.2, 2.2.2, 2.2.3	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.2, 2.2.1, 2.2.2, 2.2.3	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.2, 2.2.1, 2.2.2, 2.2.3	regulation 87	Incident, injury, trauma and illness record
2.1.2	regulation 88	Infectious diseases
2.1.2	regulation 89	First aid kits
2.1.2, 2.2.1	regulation 90	Medical conditions policy
2.1.2, 2.2.1	regulation 91	Medical conditions policy to be provided to parents
2.1.2, 2.2.1	regulation 92	Medication record
2.1.2	regulation 93	Administration of medication
2.1.2	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.2	regulation 95	Procedure for administration of medication
2.1.2	regulation 96	Self-administration of medication
2.2.2	regulation 97	Emergency and evacuation procedures
2.2.2	regulation 98	Telephone or other communication equipment

Standard/element	National Law (section) and National Regulations (regulation)	
2.2.1	regulation 99	Children leaving the education and care premises
2.2.1	regulation 100	Risk assessment must be conducted before excursion
2.2.1	regulation 101	Conduct of risk assessment for excursion
2.2.1	regulation 102	Authorisation for excursions
2.1.2	regulation 136	First aid qualifications
2.2.1	regulation 161	Authorisations to be kept in enrolment record
2.1.2, 2.2.1	regulation 162	Health information to be kept in enrolment record, including the immunisation status of the child
2.2.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.2.2	regulation 161	Authorisations to be kept in enrolment record
2.2.2	regulation 162	health information to be kept in enrolment record
2.2.1	regulation 166	Children not to be alone with visitors
2.1.2, 2.1.3, 2.2.1, 2.2.2	regulation 168	Education and care service must have policies and procedures
2.1.1	regulation 168(2)(a)(v)	Education and care service must have policies and procedures in relation to sleep and rest for children

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.2.2, 2.2.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
2.1.2, 2.2.2, 2.2.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
2.2.1	regulation 274 NSW	Swimming pools
2.2.1	regulation 344 Tasmania	Safety screening clearance – staff members
2.2.1	regulation 345 Tasmania	Swimming pool prohibition

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

BISHOP KINDERGARTEN PROCEDURES AND PRACTICES FOCUS ON SAFE GUARDING AND PROMOTING CHILDREN'S HEALTH AND SAFETY.

- At Enrolment – information about each child is collected.
Parents / Carers complete a DECD Enrolment form and also complete site specific permission forms – walks, photos, medical and sunscreen, etc. Immunisation Records are sighted and a report is generated so that all staff are aware of children not immunised so these families can be excluded if an outbreak occurs.
- Immunisation details, Health care plans and specific details about children's needs are also sort.
If a referral to DECD Integrated Support Services is required this may be completed at this time or as need arises. This is done with the permission of the child's parent / carer.
- Approved Health Care Plans for relevant children are kept in the folder in the First Aid Cabinet near the door to the office and updated as needed.
- Labelled Personal medication e.g. Asthma is also placed in the First Aid Cabinet and appropriate forms are completed by parent / carer and staff as required.
- A photo is taken and displayed in the office of those children who have health or additional needs to inform all regular and relief staff of children's individual needs.
- Reports are collated from the DECD Early Years System (EYS) – and a labelled folder is on the shelf in the office for staff to access e.g. emergency contact phone numbers, health checks, etc.
- A First Aid Kit is maintained to required standards as well as an Asthma Emergency Kit.
These are audited termly and restocked as needed.
- A comprehensive system of reporting and informing parents / carers of Injury, Illness and Change of Clothes is in place.
Staff complete an injury or change of clothes form and the parents are notified by a laminated notice placed in the child's note pocket at the front door which directs the parents to read and sign these forms.
Major incidents are reported to DECD using the recommended online program 'Information and Response Management System' (IRMS).
- Families are informed about any 'infectious diseases' both verbally and with a sign on the front door.
Parents / carers are encouraged to phone if their child is absent. Staff record any sickness making them and others aware of what illnesses may be in the community.
- Hand washing is intentionally taught and supervised as needed but particularly before snacks and lunch and after toileting.
Reminders are provided verbally as well as detailed posters which are displayed in the bathroom which the children refer to.
- Healthy Food Supply and Nutrition Policy which is reviewed yearly by the Bishop Kindergarten Community is included in the enrolment package. It is also displayed in the Parent Library.

- **Healthy Eating choices are encouraged and discussed with children and their families and it is recommended 'an ice brick' is placed in lunch boxes. Children are encouraged to be independent and eat their snack in a social setting at the table in the kitchen or at the table on the verandah.**
Lunch is eaten at a designated table with the same peers and teacher thus allowing for relationships to develop by encouraging social / learning conversations. A handout is included in the enrolment package with suggestions for families which aligns with the DECD Right Bite Policy. We encourage 'nude food' and all food scraps are sent home in the child's lunch box so that parent / carers can monitor their child's eating.
- **Children are encouraged to bring a filled water bottle and staff encourage and model water drinking from their own water bottles.**
Drinking is monitored and bottles are refilled with tap water as needed and children are encouraged to inform their parent / carers that their bottle was refilled.
- **Sun Smart procedures are practised – families complete a sunscreen form acknowledging their children will arrive with sunscreen applied and appropriate clothing including a hat in Term1 & 4 and the children will be supervised when applying their sunscreen at midday.**
In Terms 1 and 4 the 'NO HAT NO PLAY' policy applies.
- **Staff-Child Ratio allows for good supervision.**
An inside and an outside teacher supervise their areas and an ECW moves between the environments according to need or the level of support required.
- **Children arriving and leaving preschool are supervised by all staff.**
One staff member is rostered to greet families individually and one staff member farewells children when a known / 'requested' carer arrives. All children are signed in and out by their parent / carer.
- **The Physical Environment is established to provide a blend of quiet and active learning spaces.**
Children are encouraged to participate in quiet play / small group games / stories as well as to participate in active / physical play.
- **The physical structure and daily timetable assists the children to develop their ability to be responsible for their own well-being.**
The children are encouraged to risk assess their play spaces especially when adding pieces of equipment to their play, etc.
- **Cleaning is maintained.**
A commercial cleaner is employed to maintain the inside environment by completing twice weekly and termly designated tasks. Staff vacuum, mop and clean bathrooms mid sessions daily and at the end of the sessions twice weekly. Staff mop up body fluids ASAP using a solution of White King and water as recommended on their SOP. Caution signs are placed for all to 'read' and respond to.
- **Equipment / learning environment is checked for hazards daily / weekly / termly and yearly and a repair / maintenance regime is in place.**
- **Visitors are greeted and must sign-in and sign-out in the folder provided at the front door. Photo identification is also requested and checked.**
- **Emergency evacuations and shelter in place are practiced by all each term – Signage for emergency procedures is displayed at all exits.**
We have developed a detailed program of stories, songs, discussions and socio-dramatic props so that the children become familiar with emergencies. Emergency personnel and vehicles also visit.

Key improvements sought for Quality Area 2

Improvement Plan

Standard/element	Identified Issue	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 Wellbeing and comfort.	2.1.1 How do we create a space for children to sleep/rest/relax as needed?	A space is created where each child's wellbeing and comfort is met, so they can sleep/rest/relax as needed.	M/H	<ul style="list-style-type: none"> Review existing environment. Research e.g. other sites approaches. Engage children – encouraging children's voice. Purchase equipment. Set expectations with staff, families and children. Monitor the children's days and programs for more rest/relaxation as needed. 	<ul style="list-style-type: none"> Create safe, quiet restful places for children. Intentionally teach relaxation techniques. Speak to other professionals. 	Mid Term1 2018	<p>2016 Reviewed existing spaces and equipment.</p> <p>2017 Purchased a small fabric tent to provide a safe space.</p> <p>2018</p> <ul style="list-style-type: none"> Purchase cushions. Introduce more relaxation times as needed. Introduce relaxation music. Review sleep/rest policy.
2.1 Health practices and procedures.	2.1.2 How do we succinctly maintain records of children's health and physical needs.	Informative and succinct method of recording child health and physical needs.	H	<ul style="list-style-type: none"> Review existing method. Research e.g. other sites approaches. Formulate a process of recording children's health and physical needs. All staff and parents and carers familiar with the process. 	Succinct process containing appropriate information which is accessible by all.	End of Term 1 2018	<p>2016 Reviewed cumbersome methods of recording children's health and physical needs, in particular 'less serious' daily happenings. e.g. toileting accidents, trips, grazes.</p> <p>2017 Trial improved processes. Review comments from staff/parents/carers.</p> <p>2018 Continue to review and improve procedures.</p>

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		
Fir for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2		
Inclusive environment	Element 3.2.1	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.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

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

Standard/element	National Law (section) and National Regulations (regulation)	
3.2.3	section 168	Offence relating to required programs
3.2.3	regulation 73(2)(b)	Educational program is to contribute to the outcome that each child will be connected with and contribute to his or her world
3.1.1, 3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104	Fencing and security
3.2.1, 3.2.2	regulation 105	Furniture, materials and equipment
3.1.1, 3.1.2	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, 3.1.2, 3.2.1	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, 3.1.2	regulation 112	Nappy change facilities
3.1.1, 3.2.1, 3.2.2	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.1	regulation 115	Premises designed to facilitate supervision



Standard/element	National Law (section) and National Regulations (regulation)	
3.1.1, 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)
3.1.1, 3.1.2	regulation 274 NSW	Swimming pools
3.1.1, 3.1.2	regulation 345 Tasmania	Swimming pool prohibition

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths

BISHOP KINDERGARTEN FOCUSES ON THE PHYSICAL ENVIRONMENT, ENSURING THAT IT IS SAFE, SUITABLE AND PROVIDES A RICH AND DIVERSE RANGE OF EXPERIENCES THAT PROMOTE CHILDREN'S LEARNING AND DEVELOPMENT.

The design and location of Bishop Kindergarten is appropriate for the operation of an early childhood service, as the environment is inclusive, promotes competence, independent exploration and learning through play. The indoor and outdoor environment is designed to provide spaces for small groups, large groups and quiet times. It is a flexible and well resourced environment whilst also being responsive to individual's interests and needs. The Staff, Governing Council, children and families take an active role in caring for the environment which contributes to a sustainable future. Bishop Kindergarten

- Has a programmed cycle of maintenance which is implemented by Department of Planning, Transport and Infrastructure and supported by the Governing Council.
This lifetime cycle was designed in conjunction with DECD to provide an approximate replacement time for major works e.g. painting, gutters, fencing.
- Governing Council, families, children and staff are actively involved in reviewing the environment for health and safety; and establishing and maintaining play spaces that meet children's needs, etc.
- Employs a contract gardener who maintains the outdoor play environment by completing weekly and termly designated tasks.
- Employs a contract cleaner who maintains the inside environment by completing twice weekly and termly designated tasks.
Staff vacuum, mop and clean bathrooms mid session or as needed. They also complete these tasks at the end of sessions twice weekly.
- Staff complete a weekly cleaning and safety check of equipment.
We actively promote respect for the environment, ourselves and others. Children are encouraged to risk assess their play environment and report any broken or unsafe equipment. Staff / families repair equipment while supported / assisted or observed by the children.
- Pictorially displays shows how some equipment / playspaces are used.
These are established with the children after they have been supported by staff to participate in a risk assessment discussion.
- Staff purchase equipment which is appropriate for the 3/4/5 year olds attending.
The play environments reflect the interests and needs of the children attending e.g. the farming, fishing and mining is reflected in the choice of equipment purchased.
- Has all weather outdoor play spaces
- Has quality natural lighting
- Has internal and external sun/weather blinds

- Has fans / reverse cycle air-conditioning system which is annually maintained.
- Staff, families and children participate in caring for the gardens especially vegetable/herb garden.
There is evidence in children's portfolios and on the curriculum board.
- Staff encourage the children to use a variety of open-ended resources to extend their play. e.g. boxes, fabric, logs, branches
Children's play ideas are encouraged and supported developing each child's dispositions for learning.
- Daily timetable allows children blocks of time to develop their play ideas.
- Has a variety of embedded sustainability practices as part of the learning environment.
Children learn about food while caring for the vegetable garden and sharing the produce.
They learn to respect water usage in their play using water sourced from the rain in the small tank near the sandpit. They also learn to respect water usage as part of the hand washing procedure.
Families become aware of waste when packing lunch boxes as all wrapping and scraps are returned home.
The Bishop Kindergarten community support the sustainability of Bishop Kindergarten by promoting it as a successful learning environment.

Key improvements sought for Quality Area 3

Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1 Fit for purpose	3.1.1 Are all outdoor and indoor spaces, fixtures and fittings suitable for their purpose, while supporting the access of every child?	Outdoor play spaces are upgraded to remove hazards and continue to provide stimulating learning areas.	M	<ul style="list-style-type: none"> Staff team to review Playground Standards. Staff/parents/children to explore existing environment and note hazards as well as areas of the yard where improvements can be made. Discuss with Governing Council. Approach landscape personnel for quotes. Review at Governing Council meeting. 	<ul style="list-style-type: none"> Works completed within budget. Children are engaged in these areas in their playing and learning. No hazards identified. No areas underutilized in the yard. All children can play and learn safely as individuals and in groups. 	End of 2018	<p>Term 1 – Begin to list hazards</p> <ul style="list-style-type: none"> -Note where the 2018 children are and are not playing. -Staff to talk with children. <p>Discuss concerns and options at the first 2018 Governing Council meeting.</p> <p>Plan and budget for improvements to occur.</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.	
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2	Management, educators and staff are collaborative, respectful and ethical.	
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

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

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	section 161	Offence to operate education and care service without nominated supervisor
4.1.1	section 162	Offence to operate education and care service unless responsible person is present
4.1.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1.1	section 164A	Offence relating to the education and care of children by family day care service
4.1.1	section 169	Offence relating to staffing arrangements
4.1.1	regulations 119–120	Age and supervision requirements
4.2.2	regulation 117A-117C	Minimum requirements for a person in day-to-day charge, nominated supervisor and family day care educator
4.1.1, 4.1.2	regulations 121–124	Minimum number of educators required
4.1.1	regulations 125–128	Educational qualifications for educators
4.1.1, 4.1.2	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1.1	regulations 137–143	Approval and determination of qualifications
4.1.1, 4.1.2	regulation 144	Family day care educator assistant
4.1.1	regulations 145–152	Staff and educator records—centre-based services

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulation 153	Register of family day care educators
4.1.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
4.1.1, 4.1.2, 4.2.1, 4.2.2	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.
4.2.1	regulation 169(2)(d)	Additional policies and procedures in relation to monitoring, support and supervision of family day care educators (family day care service)
4.2.1	regulation 169(2)(g)	Additional policies and procedures in relation to the provision of information, assistance and training to family day care educators (family day care service)
4.1.1	regulation 239	Centre-based service offering a preschool program in a composite class in a school
4.1.1	regulation 239A	Centre-based services in remote and very remote areas—attendance of early childhood teachers
4.1.1	regulation 240	Qualifications for educators (centre-based service)
4.1.1	regulation 241	Persons taken to hold an approved early childhood teaching qualification
4.1.1	regulation 242	Persons taken to be early childhood teachers
4.1.1	regulation 243	Persons taken to hold an approved diploma level education and care qualification
4.1.1	regulation 243A	Persons taken to hold an approved diploma level education and care qualification for regulation 128 in Queensland
4.1.1	regulation 244	Persons taken to hold an approved certificate III level education and care qualification
4.1.1	regulations 260-262 ACT	Children over preschool age – minimum number of educators and qualifications required



Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulations 266-267 ACT	Transitional provisions – staffing arrangements (centre-based services)
4.1.1	regulations 271-272 NSW	Minimum number of educators and qualifications and training required
4.1.1	regulation 278 NSW	Qualifications for primary contact staff members-saving
4.1.1	regulation 290 NT	General qualification requirements for educators – children over preschool age
4.1.1	Regulation 294 NT	Early childhood teacher – 60 or more children
4.1.1	regulation 385 ACT	Resignation of early childhood teacher

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths

2018 BISHOP KINDERGARTEN STAFF TEAM CONSISTS OF 1.0 DIRECTOR, 1.0 TEACHER, 0.4 TEACHER AND 2 X 0.5 ECW'S 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.

The warranted staff for 2018 is 1.0 Director, 1.0 Teacher and 0.5 ECW providing a 1:11 ratio for the 55 children who comprise our enrolment capacity. In consultation with our Governing Council we have decided to maintain a 1.0 ECW to maintain continuity of staff who have a high priority to improve child and family sense of belonging and the development of relationships. It also allows for the continuation of the high quality program which exists. The extra 0.5 ECW will be paid for from the preschool's savings. We also utilize the 0.4 Universal Access allowance by employing a 0.4 teacher.

- All staff have appropriate qualifications so as to be employed in an Early Childhood setting.
Director – DT ECE & Bach. Ed., Teachers – Bach. ECE, and the ECW's – Dip ECE and Care.
All staff have up to date First Aid i.e. HLTAID 004 Providing an Emergency First Aid Response in an Early Childhood setting, Social Inclusion Screening and RAN Responding to Abuse and Neglect in care.
- All staff are respectful and ethical and follow the DECD Code of Conduct.
- All staff encourage children's active engagement in the learning program and ensure their safety and well-being while valuing play, learning and a shared philosophy.
The staff roster ensures all children have the continuity of a staff team working with them.
If there is a need to employ a relief staff we try to employ a regular person who is familiar with the program, children and families.
- All staff take an active role in caring for our environment and contribute to a sustainable future.
- Supervision of play spaces is maintained at all times.
The Nominated Supervisor's documentation is displayed on the wall in the main room near the Office door.
The teachers are rostered to be inside or outside for a half a day, and the ECW moves between spaces supporting children and staff.
All staff support children to participate in whole group time.
- New staff members complete an induction and a detailed 'Induction Folder' is available for all staff to use and review.
Work experience students, TAFE students, University students and Volunteers all have access to the folder after induction.
- Bishop Kindergarten staff work as a team developing respectful relationships / communication and a high level of collaboration.
New staff members have brought strengths and skills which enhance and complement the team.
Staff strengths, skills and interests are utilized while acknowledging and supporting each other to develop new skills.
Staff participate in weekly staff meetings.
Roles and responsibilities are discussed and reviewed regularly.

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 maintained with each child.	
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships.	
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	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 Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
5.1.2, 5.2.2	section 166	Offence to use inappropriate discipline
5.1.1, 5.2.1, 5.2.2	regulation 73	Educational program
5.2.1, 5.2.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 155	Interactions with children
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 156	Relationships in groups
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 168(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 Quality Area 5

Summary of strengths for Quality Area 5

Strengths

BISHOP KINDERGARTEN STAFF DEVELOP AND MAINTAIN RESPECTFUL AND EQUITABLE RELATIONSHIPS WITH EACH CHILD AND THEIR FAMILY. THEY ARE RESPONSIVE TO CHILDREN, PROMOTING CHILDREN'S SENSE OF SECURITY AND BELONGING.

- Children and their families need to feel accepted, safe, secure, supported and have a strong sense of belonging before they are able to fully participate in the preschool program.
All staff value the importance of building relationships with children and their families and focus on creating a welcoming environment and a sense of belonging for all. As soon as a family makes contact with our preschool we begin establishing a relationship. This continues with letters of welcome and the beginning of formalised transition visits. More information is shared during enrolment and by placing the children in 2 stable groups, children and families sense of security and belonging is enhanced.
- Each child is supported to build and maintain sensitive and responsive relationships with other children and staff.
A range of strategies are used. Every child and their family are greeted on arrival by a rostered staff member and time is made available at the end of each day for conversations with parent / carers about their child's day.
Proformas are sent home for parent / carers to complete so that staff have some family background information about each child. If a child has been attending 'Child Care' we ask the family to request that a proforma is also completed by the child's 'main carer'. Both of these assist in formulating the initial ILP for each child.
- Throughout the year we collect information about the children and their families to assist each child's learning and daily interactions.
Staff engage children in meaningful interactions and share families, pets, interests, etc., listening carefully to what is being said to learn about the uniqueness of each child and their knowledge, skills and dispositions.
- Other strategies and practices used by Bishop Kindergarten Staff are:-
 - Practice the Code of Ethics
 - Implement the Maximising Positive Behaviour Policy
 - Risk Assessment - Staff support the children to problem-solve in their play and set rules and routines.
Thus encouraging collaborative decision making and fair play.
 - Practice Keeping Safe Curriculum
 - Use 'Safe Hands' program as needed.
 - Seek support for individual children as required using DECD and Community resources e.g. O.T., Speech Pathologist, Behaviour, etc.
 - Use a Focus / Action approach to develop Individual Learning Plans for each child to allow for ongoing learning and reflective practice.
 - Are allocated a 'lunch table' of children for a term where they eat their lunch with the children.
This provides a role model as well as someone to initiate discussions about food, shape, colour, textures, etc.,. The staff member is also developing relationships and monitoring the children's eating and social skill development, etc.,.
 - Use the Relationship scale in Respect, Reflect, Relate when there is a need to reflect and improve their practice.

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 relationships with families are developed and maintained and families are supported in their parenting role.		
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2		
Collaborative partnerships enhance children's inclusion, learning and wellbeing.		
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

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



Standard/element	National Law (section) and National Regulations (regulation)	
6.1.2	section 168	Offence relating to required programs
6.1.3	section 172	Offence to fail to display prescribed information
6.1.3, 6.2.1	section 175	Offence relating to requirement to keep enrolment and other documents
6.1.1, 6.1.3	regulation 31	Condition on service approval – quality improvement plan
6.1.1, 6.1.2, 6.2.2, 6.2.3	regulation 73	Educational programs
6.1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1.3	regulation 75	Information about the educational program to be kept available
6.1.3, 6.2.2	regulation 76	Information about educational program to be given to parents
6.1.3	regulation 80	Weekly menu
6.1.1, 6.1.2, 6.1.3, 6.2.1	regulation 111	Administrative space (centre-based services)
6.1.2	regulation 155(e)	Interactions with children have regard to the family and cultural values, age, and physical and intellectual development and abilities of each child
6.1.1	regulation 157	Access for parents
6.1.1, 6.1.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
6.2.1	regulation 168(2)(j)	Education and care service must have policies and procedures in relation to interactions with children
6.1.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation
Standard/element	National Law (section) and National Regulations (regulation)	



6.1.3	regulation 171	Policies and procedures to be kept available
6.1.1, 6.1.3, 6.2.2	regulation 172	Notification of change to policies or procedures
6.1.3	regulation 173	Prescribed information is to be displayed
6.1.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1.3	regulation 181	Confidentiality of records kept by approved provider
6.1.3	regulation 182	Confidentiality of records kept by family day care educator
6.1.3	regulation 183	Storage of records and other documents
6.1.2	regulation 274A NSW	Programs for children over preschool age
6.1.2	regulation 289A NT	Programs for children over preschool age
6.1.2	regulation 298A Qld	Programs for children over preschool age

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths


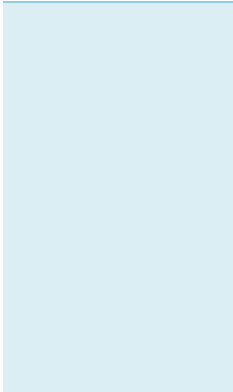
BISHOP KINDERGARTEN STAFF USE A VARIETY OF STRATEGIES, PROCEDURES AND PRACTICES TO PROMOTE COLLABORATIVE RELATIONSHIPS WITH FAMILIES AND COMMUNITIES. THIS IS FUNDAMENTAL TO ACHIEVING QUALITY OUTCOMES FOR CHILDREN,

Respectful, supportive relationships with families are developed and maintained.

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

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

- **The Enrolment process**
Starting with families filling in an Intention to Enrol form to beginning Sessional kindergarten there are lots of opportunities to share information.
- **The Web site is very informative.**
Established in 2014 and continually reviewed and updated the website has proven to be a well used source of information for 'new' and 'old' families and community members. If a family is unable to access a computer an Information Handbook is available containing similar information.
- **Share information in a variety of ways.**
 - Enrolment form and site specific policies
 - Proformas which we request parents / carers complete to give staff an understanding of each child's interests and needs from a parent / cares perspective.
 - Parent / Child / Teacher interview in term 1 and as requested.
 - Newsletters from staff and Governing Council which encourage and assist families to be involved and also share preschool learning.
 - Portfolios which contain a variety of evidence of the child's involvement in the preschool program.
- **Greet each family member by name by a rostered staff member.**
- **Encourage parents / carers to participate within the program e.g. reading stories, gardening, sharing their knowledge, skills and interests.**
- **Encourage the Governing Council to take a role in developing relationships and sharing knowledge about the Preschool with the wider community**
- **Assist the Governing Council to invite appropriate guest speakers to monthly meeting which meet the kindergarten community's needs.**
- **Encourage Parent Library Borrowing.**
There is a large number of books and pamphlets on a variety of topics which can assist parents / carers with issues which may arise during their child's preschool year. Information booklets and posters are also displayed informing the families of other community services and events.
- **Attend Partnership and cluster meetings with local Preschool and School staff**
- **Develop respectful relationships with local Care services and Schools**
- **Utilize Community Health Services as needed and assists and supports families**
- **Negotiate Transition to Preschool and School.**
- **Utilize Support Services provided by DECD and within Port Lincoln.**

-
- 
-
- 
- Participate in Community functions.
 - Review our philosophy with parents, children and Governing Council members yearly
 - Address the results and comments from the DECD Parent Survey with the Governing Council and plans for improvement in our QIP.
 - Participate in Incursions (Internal excursions).
Staff believe in inviting people, vehicles, animals, activities, etc into the safe and secure preschool environment so that children can choose to participate if they wish.
-

Key improvements sought for Quality Area 6

Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1 Families are supported..	6.1.3 How do we provide current information about the service and other community services as requested by parents? Also resources to support parenting and family wellbeing?	An updated parent resource library is established.	H	<ul style="list-style-type: none"> Engage Governing Council in process. Be proactive in requesting feedback. Act upon feedback. 	Easily accessible and reliable information about support networks and local community services are available to families.	Term 2 2018	Comments made in the 2017 Parent Opinion Survey are being addressed.



Standard/ element	Identified Issue	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 Collaborative partnerships.	6.3.2 How do we meet the need for continuity of learning and transition?	All families to experience a positive enrolment, orientation and transition program from home/care to Preschool and from Preschool to School.	H	<ul style="list-style-type: none"> • Reflect on past processes / and feedback. • Discuss with families, Governing Council and School personnel. • Discuss at Partnership meetings. • Plan a process that accommodates all 'parties' ie. children, parents, Child Care, Preschool and Schools. 	A whole town coordinated Preschool – School transition that is valued by families, Preschools and Schools.	<p>End of Term 1 – all preliminary discussions should be completed.</p> <p>Beginning of Term 2 – Plan is established.</p> <p>Beginning of Term 3 – all details are finalised for Transition IN & OUT of Preschool.</p>	<p>Before Universal Access – Transition into Preschool was established and working well – all did transition on Fridays (a non-sessional preschool day) – referred to as Pre-Entry. In 2013 and 2014 there were a number of planned discussions at Partnership meetings – yet nothing resolved our Capacity Issue. In 2014 Schools took the lead without considering how their actions would affect Preschools. Term 1 2015 – discussion with Education Director - Preschool concerns of working within a set Capacity. Term 2 2015 – Information was summarised from Children, Parents, Preschools and Schools which developed strategies for the future. During the year there was indecision between the State and Commonwealth Government Commitment to 15 hours of Preschool which initially caused some interruption to our Transition procedures.</p> <p>Discussion continued in 2016 and feedback was sort from families in Term 4 2016.</p> <p>2017 More changes and a Preschool Enrolment Policy was introduced.</p>



Quality Area 7: Governance and Leadership

This quality area of the *National Quality Standard* focuses on effective leadership and governance of the service to establish and maintain quality environments for children's learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear directions for the service's continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service's statement of philosophy.

Quality Area 7: Standards and elements

Standard 7.1	Governance supports the operation of a quality service.	
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service's operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
Standard 7.2	Effective leadership build and promotes a positive organisational culture and professional learning community.	
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	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 Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	section 12	Applicant must be fit and proper person (provider approvals)
7.1.2	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.2	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.1	section 31	Condition on service approval—quality improvement plan
7.1.2	section 56	Notice of addition of nominated supervisor
7.1.2	section 56A	Notice of change of a nominated supervisor's name or contact details
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.1.2	section 161	Offence to operate education and care service without nominated supervisor
7.1.2	section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements
7.1.2	section 162	Offence to operate education and care service unless responsible person is present
7.1.2	section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
7.1.2, 7.1.3	section 163	Offence relating to appointment or engagement of family day care co-ordinators
7.1.2	section 164	Offence relating to assistance to family day care educators
7.1.2, 7.1.3	section 164A	Offence relating to the education and care of children by family day care service
7.1.3	section 165(2)	Offence to inadequately supervise children
7.1.3	section 166	Offence to use inappropriate discipline

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.3	section 167(2)	Offence relating to protection of children from harm and hazards
7.1.3	section 167(3)	Offence relating to protection of children from harm and hazards
7.2.2	section 168	Offence relating to required programs
7.1.3	section 168(2)	Offence relating to required programs
7.1.2, 7.1.3	section 169	Offence relating to staffing arrangements
7.1.2	section 170	Offence relating to unauthorised persons on education and care service premises
7.1.3	section 170(3)	Offence relating to unauthorised persons on education and care service premises
7.1.3	section 170(4)	Offence relating to unauthorised persons on education and care service premises
7.1.2	section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises
7.1.2	section 172	Offence to fail to display prescribed information
7.1.2	section 173	Offence to fail to notify certain circumstances to Regulatory Authority
7.1.2	section 174	Offence to fail to notify certain information to Regulatory Authority
7.1.2, 7.1.3	section 174A	Family day care educator to notify certain information to approved provider
7.1.2	section 175	Offence relating to requirement to keep enrolment and other document
7.1.3	section 175(3)	Offence relating to requirement to keep enrolment and other documents
7.1.2	section 188	Offence to engage person to whom prohibition notice applies
7.1.2	regulation 16	Matters relating to criminal history
7.2.1	regulation 31	Condition on service approval-quality improvement plan



7.1.1, 7.2.1	regulation 55	Quality improvement plans
--------------	---------------	---------------------------

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.1, 7.2.1	regulation 56	Review and revision of quality improvement plans
7.1.3	regulation 72	Offences in relation to giving false or misleading statements about ratings
7.2.2	regulation 73	Educational program
7.1.3	regulation 77(2-3)	Health, hygiene and safe food practices
7.1.3	regulation 78(2-3)	Food and beverages
7.1.3	regulation 79(2-3)	Service providing food and beverages
7.1.3	regulation 80(2-3)	Weekly menu
7.1.3	regulation 81(2-3)	Sleep and rest
7.1.3	regulation 82	Tobacco, drug and alcohol-free environment
7.1.3	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
7.1.2, 7.1.3	regulation 84	Awareness of child protection law
7.1.2, 7.1.3	regulation 85	Incident, injury, trauma and illness policies and procedures
7.1.2	regulation 86	Notification to parents of incident, injury, trauma and illness
7.1.2, 7.1.3	regulation 87	Incident, injury, trauma and illness record
7.1.2	regulation 88	Infectious diseases
7.1.2, 7.1.3	regulation 89	First aid kits
7.1.2, 7.1.3	regulation 90	Medical conditions policy
7.1.2, 7.1.3	regulation 92	Medication record

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.3	regulation 93(3-4)	Administration of medication
7.1.3	regulation 94(2)	Exception to authorisation requirement—anaphylaxis or asthma emergency
7.1.3	regulation 95(c)	Procedure for administration of medication
7.1.2, 7.1.3	regulation 97	Emergency and evacuation procedures
7.1.3	regulation 98	Telephone or other equipment
7.1.2, 7.1.3	regulation 99	Children leaving the education and care service premises
7.1.3	regulation 100	Risk assessment must be conducted before excursion
7.1.2	regulation 101	Conduct of risk assessment for excursion
7.1.3	regulation 102	Authorisation for excursions
7.1.2, 7.1.3	regulation 116	Assessments of family day care residences and approved family day care venues
7.1.3, 7.2.2	regulation 118	Educational leader
7.1.3	regulation 120A	Placing a person in day-to-day charge
7.1.2	regulations 117A-117C	Minimum requirements for persons in day-to-day charge, nominated supervisors and family day care educators
7.1.3	regulation 124	Number of children who can be educated and cared for—family day care educator
7.1.3	regulation 136	First aid qualifications
7.1.3	regulation 144	Family day care educator assistant
7.1.2	regulations 145-147	Staff and educator records – centre-based services
7.1.2, 7.2.2	regulation 148	Staff and educator records – centre based services - Educational Leader

7.1.2	regulations 149-152	Staff and educator records – centre-based services
Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	regulations 153-154	Register of family day care educators, co-ordinators and assistants
7.1.3	regulation 155	Interactions with children
7.1.3	regulation 157	Access for parents
7.1.2	regulations 158-162	Attendance and enrolment records
7.1.3	regulation 159	Children’s attendance record to be kept by family day care educator
7.1.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
7.1.3	regulation 161(2)	Authorisations to be kept in enrolment record
7.1.2	regulation 163-166	Residents at family day care residence and family day care educator assistants
7.1.3	regulation 164	Requirement for notice of new persons at residence
7.1.3	regulation 165(2)	Record of visitors
7.1.3	regulation 166(2)	Children not to be alone with visitors
7.1.2	regulation 167	Record of service’s compliance
7.1.2, 7.1.3, 7.2.3	regulation 168	Education and care service must have policies and procedures
7.1.2, 7.1.3, 7.2.3	regulation 169	Additional policies and procedures—family day care service
7.1.2, 7.1.3	regulation 170	Policies and procedures to be followed

7.1.2, 7.1.3	regulation 171	Policies and procedures to be kept available
7.1.2	regulation 172	Notification of change to policies or procedures
Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	regulations 173-176A	Display and reporting of prescribed information
7.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
7.1.3	regulation 179	Family day care educator to provide documents on leaving service
7.1.2, 7.1.3	regulation 180	Evidence of prescribed insurance
7.1.2	regulation 181	Confidentiality of records kept by approved provider
7.1.3	regulation 182	Confidentiality of records kept by family day care educator
7.1.2	regulations 183-184	Confidentiality and storage of records
7.1.2, 7.1.3	regulation 185	Law and regulations to be available
7.1.2	regulation 344 Tasmania	Safety screening clearance – staff members
7.1.2	regulation 358 Victoria	Working with children check to be read
7.1.2	regulation 359 Victoria	Criminal history record check to be read and considered

Quality Improvement Plan for Quality Area 7

Summary of Strengths

Strengths

BISHOP KINDERGARTEN STAFF, GOVERNING COUNCIL AND PRESCHOOL COMMUNITY WORK TOGETHER TO ESTABLISH AND MAINTAIN QUALITY ENVIRONMENTS FOR CHILDREN'S LEARNING AND DEVELOPMENT. THIS IS GUIDED BY THE PRESCHOOL'S STATEMENT OF PHILOSOPHY.


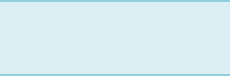
Effective leadership promotes a positive organisational culture and professional learning community.

The Bishop Kindergarten community has a commitment to continuous improvement.

DECD, NQS and Bishop Kindergarten administrative systems enable the effective management of a quality service.

BISHOP KINDERGARTEN STAFF

- Have appropriate qualifications as required by DECD and NQS. All staff reflect on their theories, training and their in-house practice. All staff access training and development which enhances their own capacity while also benefitting the Bishop Kindergarten community.
Staff attend training and development together whenever possible as this helps to ensure we are all working towards the same goals with a shared knowledge. If this is not possible individuals share their new knowledge at staff meetings after attending Training and Development.
- Participate in Performance Development Discussions with their line manager to review and support their performance improvement while also reviewing and defining roles and expectations for teaching.
- Has a team approach where individual skills, knowledge and abilities are valued.
Our staff team has a variety of experiences and therefore has a variety of skills, knowledge and abilities to offer the Bishop Kindergarten community. Our team approach is strength based but it is also respectful and supportive so as to assist each other's growth.
- Has open communication where everyone is respected and valued. Information is shared at the end of day reflections, fortnightly staff meetings and alternative fortnightly planning meetings where all staff are confident to share.
- Provide opportunities for the Governing Council, children and families to review the centre's philosophy.
This is completed yearly so that our philosophy is a true reflection of our practice.
- Reflect and act on our responses from the DECD Yearly Parent Survey.
Changes are made to routines / practices thus respecting parent opinions.
- Produces an Annual Report in partnership with the Governing Council.
This is a reflection of the year containing Highlights, Summary of Actions taken to meet targets set in our Quality Improvement Plan (QIP), Attendance information, Intervention and Support programs, a summary of the Parent Survey, Yearly Financial Statement and suggestions for the following years Improvement Plan
- Produces an Annual Budget in partnership with the Governing Council and DECD.
This connects our spending with the improvements set in our QIP.
- Annually review procedures and policies in partnership with the Governing Council and DECD.
Some are kept electronically while others are kept in a large resource folder in the Office and a smaller folder of relevant centre policies is displayed in the easily accessible Parent Library.
- Maintain confidentially at all times.
All records are maintained electronically or in folders in the locked filing cabinet in the Office.

-
- 
-
- 
- Archive all documents for the required time as set by DECD.
-