

Kensington Gardens Preschool Centre

.....a place where children play, laugh and learn.

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Quality Improvement Plan

2012

Service details

Service name	Service approval number	
Kensington Gardens Preschool Centre	SE-00010526	
Primary contact at service	Educational leaders	
Catherine Honeychurch Director	Marilyn Hayward Teacher	Catherine Honeychurch Director
Physical location of service	Physical location contact details	
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Approved Provider	Nominated Supervisor	
Primary contact: Catherine Honeychurch Telephone: 83318068 Fax: 83646874 Email: info@kensingtonpre.sa.edu.au	Name: Catherine Honeychurch Telephone: 83318068 Fax: 83646874 Email: info@kensingtonpre.sa.edu.au	

Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday
Session times	8.15 a.m.- 3.45 p.m. Preschool	8.15 a.m.- 3.45 p.m. Preschool	8.15 a.m.- 3.45 p.m. Preschool	8.15 a.m.- 3.45 p.m. Preschool	9.00 a.m.- 12 noon. Playgroup

Philosophy

Contextual influences

Kensington Gardens Pre-school is situated in the Kensington Gardens Reserve. There is a diverse influence which brings an enriched focus to our kindergarten community. Families are represented by a range of family structures. Many of our children attend other programs either at child-care or alternative learning centres. The preschool provides flexible sessions to meet and complement these services and family work commitments. 15 hours of preschool is delivered over 2 full days.

The grounds are well kept and shady. The Preschool provides a number of outdoor learning experiences such as the sandpit, deck, wetlands and deck path, climbing equipment, secret gardens, spaces for cubbies, picnics and areas for children to explore, discover and be creative. The indoor environment provides learning through play with materials for the children to self-select.

KGP does not have one main feeder school but feeds to 5-9 different schools both public and private.

Our Philosophy

Kensington Gardens Preschool is a vibrant and happy learning community where children, families and educators work together to provide the best foundation for each child's wellbeing and learning. We have created an environment which is warm and inviting to children and their families, a community where cultural diversity is respected and reciprocal relationships are valued. We respect our families as the first educators of their children and work together to build trusting relationships which encourage family participation.

Our preschool learning environment promotes creativity, discovery and risk-taking through play. We believe that children learn best through play which intrinsically engages them in hands-on, real life, active experiences. Our beautiful outdoor environment provides opportunities for children to connect with others and learn through natural materials. The physical environment is an invitation to learn and promotes learning through solitary and social play.

We see children as competent and capable learners who come to preschool with a wealth of knowledge and ideas about the world. Our learning program is inspired by the work of the preschools in Reggio Emilia, Italy. We work together with children through long term projects to discover ideas, develop theories and provide opportunities for learning and research alongside the children. Our environment encourages children to take an active role in their learning and they will be supported by enthusiastic adults who are themselves motivated to learn and lead.

The curriculum emerges through interest and experiences, and social interaction between peers and adults. Educators reflect on the interests and development of the children and use this understanding to plan their programs, facilitating rather than directing the learning process. Children are empowered to have genuine voice and choice in both their learning and the learning environment.

We believe that the curriculum must celebrate today as well as being visionary about tomorrow. We acknowledge our rapidly changing society and the new demands that will be placed on our children and will empower our learners with the skills and dispositions they will need now and in the future.

Kensington Gardens Preschool is a dynamic centre which aims to develop creative, confident learners who have a strong sense of self. Children are encouraged to think independently, to embrace new challenges, to work collaboratively, to build new friendships and to celebrate their successes.

Documentation of children's learning is on the display board near the front entrance and in their folders. The children's experiences are evaluated every week and guide opportunities and possibilities for future curriculum learning experiences. Parent input into the program is welcome through suggestions, governing council and regular feedback forms included in our newsletters. Weekly program planning sessions incorporate individual children's learning styles, and we note their strengths, and plan for their future progress through evaluating their interests. Learning Stories and photographic stories are a large part of our documentation and evidence.

Quality Area 1: Educational program and practice

Summary of strengths for QA 1

1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

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.

The program allows children to have freedom of choice and the opportunity of learning through play. The environment is considered the 'third teacher' and gives children opportunities to explore and manage their own learning. EYLF guides the development of curriculum. Inclusivity, peer learning are strongly evident in collaborative learning and project work. Spontaneous conversations with children are responded to and direct the program.

Over the past two years we have developed a strong connection with The Bentleigh Aged care facility across the road from us. Every Thursday we take a group of eight children to share activities with the residents. This has been a mutually satisfying learning experience. The residents have engaged with our children through sensory, construction and musical activities. Our children have developed their understanding of the needs of our elderly citizens.

Through explorations of our local park and sustainability we have developed a close relationship with our local council. They have willingly come to share knowledge about the park and its inhabitants, past and present as well as ideas on sustainability.

Special projects, community service, work experience is fostered and implemented with local high schools Norwood/Morialta, St. Peter's, Loreto and Pembroke.

Element 1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.

We use a project or long term investigation approach based on inquiry learning. Our starting point for each project is 'what do the children already know about this?' In this way collective knowledge is shared and we then analyse their responses and plan learning experiences from this. Each year we have a project on identity and cultural understandings. This allows families to become involved and share their culture. This has led us to further explore Australia's indigenous culture as well as migrants and refugees from other countries. Much of the work we do in a long term investigation becomes embedded in our programme. One example of this is 'The Kurna Acknowledgment' which has been passed on to new children as they arrive in the centre.

Element 1.1.3 The program, including routines, is organised in ways that maximise opportunities for each child's learning.

We have a timetable but within that we are very flexible and responsive to children's needs. We believe that every part of the day provides a valuable learning experience. Eating times must be relaxed and joyful. Children can interact with each other or with adults at their table. Packing up is a time when children can exercise leadership skills as they take charge of a particular area to clean up with a 'team'.

Element 1.1.4 The documentation about each child's program and progress is available to families.

Educators use a variety of methods of documentation including learning stories, wall displays, observations, videos and photographs. All educators in our site document children's individual learning and all educators contribute to our ongoing documentation via power point. Each child has a learning folder and they are able to access these at all times. Families are able to borrow the folders to share at home. Information about the programme is sent home via email or hard copy fortnightly. The term's project is documented on power point and is shared with families throughout the term.

Element 1.1.5 Every child is supported to participate in the program.

Through observation and teacher reflection, decisions are made about ways to support individual children to access our programme. This may involve specific, intentional one-to-one or small group work on communication skills, fine or gross motor skills. We have a highly skilled and committed staff team who work together to ensure all children are able to access and participate in the program. Bilingual support is available. Children with communication difficulties (language or articulation) are supported on a one-to-one or small group basis. These children engage in a 'word awareness' program to ensure they are able to access and understand the term's project.

Element 1.1.6 Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.

Educators listen to the child's voice and respond by following up on their interests which guide the curriculum.

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

Element 1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documentation and evaluation. Children's learning and development is documented through learning stories and observations. Staff reflect on this documentation and plan further experiences.

Element 1.2.2 Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning. The project approach and educators reflection on the Reggio Emilia approach ensure all children's interests and discoveries are the basis for new learning. Learning stories reflect how intentional teaching is used to extend on where children are at and give the child time to explore more deeply.

Element 1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program

There is a strong culture of reflective practice in our centre. Children's responses to questions and to experiences are analysed and further planning evolves from these. Learning stories, both group and individual are the basis for recording, reflecting, evaluating and then scaffolding and extending children's learning. Group projects are planned within our long term investigations to build on skills and learning dispositions. Individual learning styles and interests are identified and responded to by educators.

Key improvements sought for QA1

	Outcomes	Priority L/M/H	How will we get this outcome? (Steps)	Success measure	By when?
1.1.1	To achieve quality outcomes for all children in the area of Oral Language and Emergent Literacy	H	Collect data on who engages in bookmaking	Educators have mapped and reflected on children’s engagement with book making	DEC 2012
		H	Consider, model and make explicit Concepts of Print and incorporate into Wood and Glover Tool for reflecting and assessing children’s book making	Children discuss and use concepts of print in their bookmaking and this is documented as part of their learning.	DEC 2012
1.1.1	To achieve quality outcomes for all children in the area of Numeracy	H	Data, Measurement, Number, Pattern /Algebraic Reasoning and Spatial Sense / Geometric Reasoning awareness will be explored and modelled in groups	Children demonstrate mathematical understandings in all areas of their play.	DEC 2012
		H	Project planning to incorporate numeracy strands	Documentation of learning reflects intentional teaching of numeracy	
1.1.4	Ensure all families have access to documentation	H	Investigate different forms of electronic media to share information about children’s learning	A blog/social media site is developed to keep families informed Increased number of Families taking books home. All educators work collaboratively to ensure information is shared with children and families	DEC 2012
		H	Actively encourage children to access their folders and share with their family. Ensure families from linguistically diverse backgrounds receive information Work with bilingual staff to share learning stories Translate information where possible.		

Quality Area 2: Children's health and safety

Summary of strengths For QA 2

Standard 2.1 each child's health is promoted

Element 2.1.1 Each child's health needs are supported. The Centre has policies, practices and procedures in place to promote healthy eating, sun safety and first aid. Children with specific health needs have the appropriate plans in place, and all staff are made aware of their needs. Staff have appropriate training to handle specific health issues. Educators work in partnership with families to put plans in place and ensure children's health is supported.

Element 2.1.2 Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation. A relaxation session is conducted after lunch. Children who fall asleep are able to continue sleeping uninterrupted until they wake up. As the Centre provides long days educators are aware of children's energy levels and monitor and evaluate the program and make changes as necessary.

Element 2.1.3 Effective hygiene practices are promoted and implemented. Children and staff wash hands before eating. Visual prompts are available in the toilet area to support children. Children are encouraged to use the tissue stations and dispose of tissues in the bin.

Element 2.1.4 Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines. Policies and procedures are in place to maintain a safe environment and to stop the spread of infection e.g., notifying parents, providing information from Staying Healthy in Child Care etc.

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

Element 2.2.1 Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child. Educators work with families to promote healthy eating at all times. The Healthy food policy gives families clear support and guidelines and assists educators in promoting whole foods and minimising processed and packaged foods. Children are encouraged to drink water at the Centre and it is available at all times.

Element 2.2.2 Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.

Physical activity is promoted on a daily basis with the use of the park as a resource. Obstacle courses are set up and supervised by staff. Running on the oval, rock climbing in the creek and rolling down hills are just some of the experiences children are able to access in the park under supervision. Within the Centre children have the opportunity to play inside or outside throughout the day and the natural play space encourages a wide range of physical play activities.

Standard 2.3 each child is protected

Element 2.3.1 Children are adequately supervised at all times. The Centre ensures adult supervision of children.

Element 2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury. A Risk Management assessment is carried out on a regular basis.

Element 2.3.3 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. The Centre has policies and procedures on place to ensure children and families are informed when accidents and serious incidents occur.

Element 2.3.4 Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect. All educators are required as part of their employment to be trained in reporting and managing abuse related incidents. Educators talk regularly with families about children’s wellbeing and development

Improvement Plan for QA 2

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?
2.1.3 Effective hygiene practices are promoted and implemented.	All children have access to role models, posters and conversations about hand washing	M	Visuals in toilets and above sinks to help children remember.	All children can carry out and talk about the importance of hand washing and effective hygiene practices.	DEC 2012

Quality Area 3: Physical environment

Summary of strengths for QA 3

Standard 3.1 The design and location of the premises is appropriate for the operation of a service.

Element 3.1.1 Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.

The Centre is set up to be aesthetically pleasing, inviting and organised. Children are given real resources to interact with their environment eg vices, shovels, rakes, glue guns, secateurs and glass. A Preventative Maintenance Schedule and Breakdown Procedure are in place though DECD for all facilities. Educators provide a welcoming and accessible environment that facilitates access between areas and promotes children's work and reflects children's family and interests. There is a studio for creative experiences using a range of high quality material. There are shaded areas outside including beautiful trees, pergolas and verandas

Element 3.1.2 Premises, furniture and equipment are safe, clean and well maintained. Educators have procedures in place to ensure furniture and equipment are kept clean and well maintained.

Element 3.1.3 Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space. The environment is inclusive, promotes competence, independent exploration and learning through play. Children simultaneously have access to the indoor and outdoor environment.

Standard 3.2 The environment is inclusive, and promotes competence, independent exploration and learning through play.

Element 3.2.1 Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments. Educators provide experiences and equipment to encourage the development of fine and gross motor. Equipment is organised in a way that provides challenge but is also safe e.g. use of soft fall

Element 3.2.2 Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses. Educators collaborate with children to set up the environment and set up equipment in ways that cater for different skill levels.

Standard 3.3 The service takes an active role in caring for its environment and contributes to a sustainable future.

Element 3.3.1 Sustainable practices are embedded in service operations.

Educators provide children with opportunities to grow and care for vegetables and herbs in garden beds. Educators plan and complement activities that encourage water conservation, recycling. Facilities include tap timers on children's taps and rain water tanks.

Element 3.3.2 Children are supported to become environmentally responsible and show respect for the environment.

Educators role model environmental responsibility by actively recycling Centre rubbish, turning off power when not needed and talking with children about sustainable practices. Children care for the preschools pets. Educators also introduce other elements into the program including observing life cycles and recycling junk materials. Composting and giving scraps to chickens.

Improvement Plan for QA 3

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?
3.3.1 Sustainable practices are embedded in service operations.	The Centre becomes proactive in developing sustainable practices in all aspects of its operations.	H	<p>Educators focus on sustainable practices with children e.g. through projects on sustainability, and developing roles and responsibilities such as lunch care monitors , chook monitors etc</p> <p>Educators work with families to embed these practices into the Centre</p>	<p>An audit of sustainable practices shows they are embedded throughout the Centre</p> <p>Families indicate they are aware of the Centres sustainable practices.</p>	<p>Dec 2012</p> <p>DEC 2012</p>

Quality Area 4: Staffing arrangements

Summary of strengths for QA 4

Standard 4.1 Staffing arrangements enhance children's learning and development and enhance their safety and well being

Element 4.1.1 Educator-to-child ratios and qualification requirements are maintained at all times.

New staff are inducted into the Centre through the Induction process. Educators are mandatory notifiers and update skills through regular professional development. Educators reflect on how to strengthen relationships with children. Changes in staffing are conveyed to families and children.

Standard 4.2 Educators and staff members are respectful and ethical

Element 4.2.1 Professional standards guide practice, interactions and relationships.

The Centre's philosophy is reviewed annually. Educators at this Centre undertake regular professional development through inquiry, participation in professional organisations, staff meetings and sharing their practice through seminars, workshops and when visitors come to the Centre.

Element 4.2.2 Educators work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships.

Educators attend weekly staff meetings where successes and challenges are discussed. Individual children's needs are reflected on and planned for. Educators engage in shared reading and discuss. Educators who have attended a PD session share their learning with others. Staff are highly motivated and take their own Professional Development seriously and consider themselves life-long learners. Educators have been part of a 'Young Writers' group this year, meeting regularly with a consultant and teachers from Junior Primary schools to further develop their understanding of children's literacy development through 'Making Books'. They have extensive knowledge on the use of Learning Stories to document children's learning and have presented a workshop to teachers at an Early Childhood Conference.

Element 4.2.3 Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

All educators are aware of the grievance procedure. Processes are in place to celebrate staff successes.

Improvement Plan for QA 4

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?
Element 4.2.1 Professional standards guide practice, interactions and relationships.	New staff explore and find out more about Reggio Emilia Performance development processes reflect our professional learning journey	H	Educators will engage in professional dialogue Educators will read and discuss the principles of Reggio Emilia Educators will reflect on how this approach fits and builds on the Early Years Learning Framework Establishing agreed processes for documentation professional development	All educators at this site are able to discuss the theoretical perspectives on which the curriculum is based Educators performance development is documented and builds their capacity to deliver programs	Dec 2012
Element 4.2.2 Educators work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships.	Children view themselves as writers. Educators connect with other sites/ preschools/schools to explore the role of book making in children's literacy development Young writers	H	All children have the opportunity to become writers. Educators monitor children's engagement with book making. Educators will work with the Young Writers group to reflect on book making across all areas of schooling. Educators will explore working with teachers in preschool and school to explore the role of book making in children's literacy development.	An increasing number of children are able to talk about book making. An increasing number of children's Learning Stories reflect their engagement in book making. Educators participation in the Young Writers' Group is high. Educators have begun the process of engaging with local sites to talk about children's literacy development through book making.	Dec 2013 Dec 2013 Dec 2013

Quality Area 5: Relationships with children

Summary of strengths for QA 5

Standard 5.1 Respectful supportive relationships are developed and maintained

Element 5.1.1 Interactions with each child are warm, responsive and build trusting relationships. Interactions with each child are responsive and build trusting relationships. Educators use EYLF and their understanding of the pedagogical underpinnings in the document to develop a child's sense of belonging./ The Reggio Emilia approach of listening to children's voice provides a basis on which to build collaborative and respectful relationships between adults and children.

Element 5.1.2 Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning. Educators work to develop relationships with children and their family to find out children's capabilities and dispositions' for learning. Educators and parents exchange information formally (DART) and informally. Educators are responsible for observing, monitoring, planning and assessing for children's learning. Educators work with professionals from DECD and other agencies e.g. speech therapists to assist children's learning.

Element 5.1.3 Each child is supported to feel secure, confident and included. The Centre has processes in place to support the inclusion of all children including those with special needs and those from diverse backgrounds. Bilingual assistants and support workers are supported to work alongside core staff to ensure the inclusion of all children.

Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults

Element 5.2.1 Each child is supported to work with, learn from and help others through collaborative learning opportunities.

Children participate in a learning environment that promotes collaboration. Children are supported to manage their day with educators use of visual schedules, clear routines and curriculum planning which clearly identifies opportunities for listening to each other, developing the disposition of team work, collaboration, caring for each other and the environment, role play, quiet and active play. Children are encouraged to share their knowledge, ideas and wonderings in small group discussion times.

Element 5.2.2 Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. Educators engage in reflective practice to support children to manage their behaviour and keep themselves safe. The Caring Book is used to document and take time to reflect and discuss with children what it means to work effectively to resolve conflict at kindergarten.

Element 5.2.3 The dignity and rights of every child are maintained at all times. . Children’s well being, engagement and learning are at the heart of programming and practices within the Centre. A critical approach at this Centre is educator’s reflective practice based on children’s voice throughout the projects. Each child’s right to a voice in the program is nurtured, respected and celebrated through the duration of the projects.

Improvement Plan for QA 5

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome?	Success measure	By when?
5.1.3 Each child is supported to feel secure, confident and included.	All children develop a sense of belonging, being and becoming	H	Use the Well Being Scale (RRR) to regularly monitor children’s wellbeing. Work with families to ensure children’s well being is strengthened	The preschool environment consistently rates a 4 using the Well Being Scale	2012-2013
5.2.1 Each child is supported to work with, learn from and help others through collaborative learning opportunities.	Collaborative practices are strengthened using a range of strategies	H	Children are encouraged to take on leadership roles. Educators support children to share their successes regularly with the group. Educators work with children to document positive stories in The Caring Book	Children develop effective leadership skills. Children share their successes with the group and this is documented by educators. The Caring Book reflects children’s developing sense of cooperation and collaboration with others.	2012

Quality Area 6: Collaborative partnerships with families and communities

Summary of strengths for QA 6

Standard 6.1 Respectful supportive relationships are developed and maintained.

Element 6.1.1 There is an effective enrolment and orientation process for families. Families are invited to participate in an enrolment session where information is given as to how children will learn in our site. How we document the program and children's progress.

Element 6.1.2 Families have opportunities to be involved in the service and contribute to service decisions. Families are kept informed and are invited to participate on all levels of decision making from attendance, to curriculum, engaging in the program and excursions and Governing Council and special events. Educators understand the business of family/ work life and will develop a blog to provide greater access to information.

Element 6.1.3 Current information about the service is available to families Information to parents is delivered via the website, newsletters, noticeboards and pockets. Educators also aim to pass on important information verbally whenever this is possible.

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

Element 6.2.1 The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.

Information from parents is sought in a variety of ways via questionnaires, informal and formal chats, and parent forums. Families are invited to participate in the program and celebrate their children's learning throughout the term. Children's Portfolios invite parent input into their child's learning journey.

Element 6.2.2 Current information is available to families about community services and resources to support parenting and family wellbeing.

Relevant community events are promoted through fliers, newsletters and the noticeboard.

Standard 6.3 The service collaborates with other organisations and service providers to enhance children's learning and well being.

Element 6.3.1 Links with relevant community and support agencies are established and maintained. The service collaborates with other organisations and service providers to enhance children's learning and wellbeing e.g. CAYS.

Element 6.3.2 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.

Educators engage locally with neighbouring preschools through training, professional development groups and informally to support each other's programs and to facilitate DECD/ NQF outcomes e.g. sharing resources around policy development.

Element 6.3.3 Access to inclusion and support assistance is facilitated. Families that use the Centre are well informed. The Centre facilitates this by providing information where possible, liaising with relevant agencies and local schools and preschools.

Element 6.3.4 The service builds relationships and engages with their local community. The service provides 2 community playgroups on Friday to build relationships and engage with local families. The Centre has a close relationship with the Bentley Nursing home and children and staff engage in reciprocal visits.

Improvement Plan for QA 6

Standard/ element	What outcome or goal do we seek?	Priority L/M/H	How will we get this outcome? (Steps)	Success measure	By when?
6.3.2 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.	Children’s literacy skills are strengthened through stronger links with local preschools/schools	H	<p>Explore working with local preschools through an inquiry project focussing on young writers/book making</p> <p>Strengthen links with local schools via the ‘Young Writers’ project.</p> <p>Explore ways of working with local schools on transition and continuity of learning</p>	<p>The preschool has links with other preschools based on an inquiry project in 2013</p> <p>Educators across preschool and school discuss and reflect on children’s literacy development</p> <p>Educators develop common understandings about transition and continuity of learning.</p>	2012-2013
6.3.4 The service builds relationships and engages with their local community	The Centre will strengthen its links to other services in the community.	M	Develop a relationship with Burnside Council to connect the Centre with other community users of the park	The Council and the Centre have established a relationship and are working together to identify opportunities for community development.	2012-2013

Quality Area 7: Leadership and service management

Summary of Strengths for QA 7

Standard 7.1 Effective leadership promotes a positive organisational culture and builds a professional learning community

Element 7.1.1 Appropriate governance arrangements are in place to manage the service.

Element 7.1.2 The induction of educators, co-ordinators and staff members, is comprehensive.

Element 7.1.3 Every effort is made to promote continuity of educators and coordinators at the service.

Element 7.1.4 Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.

Element 7.1.5 Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.

The Centre has a stable team of permanently employed staff. As ancillary staff are brought into the Centre to provide bilingual support and other types of support the Centre inducts them through the induction process and working alongside them to inform them of the program, routines and procedures. Curriculum development is an individual and team effort. Educators reflect on practice at staff meeting and through inquiring into practice. All staff undertake professional development and engage in performance conversations. Educators hold closure days to work as a team to ensure National Quality Standards and regulations are effectively implemented and strengthen the program.

Standard 7.2 There is a commitment to continuous improvement

Element 7.2.1 A statement of philosophy is developed and guides all aspects of the service's operations.

Element 7.2.2 The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement. Element 7.2.3 An effective self-assessment and quality improvement process is in place.

The statement of philosophy is reviewed annually. Educators undertake an improvement process that is reflected in programs, staff development and professional development. Educators review and evaluate programs with children and with families. We monitor improvement at regular staff meetings. This process takes the form of documentation, inquiry and reflective practice and dialogue.

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

Element 7.3.1 Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.

Element 7.3.2 Administrative systems are established and maintained to ensure the effective operation of the service.

Element 7.3.3 The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and of any complaints which allege a breach of legislation.

Element 7.3.4 Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely

manner.

Element 7.3.5 Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

The Centre has systems in place to ensure it meets all its legal and administrative responsibilities. The Centre team is aware of its obligation to notify the relevant regulatory bodies when significant issues arise.

Improvement Plan for QA 7

Standard/ element	Outcome/ goal	Priority L/M/H	How will we get this outcome? (Steps)	Success measure	By when?
7.1.4 Provision is made to ensure a suitably qualified and experienced educator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.	Educators support each other by sharing the Centre's philosophy and documentation of learning	M	Educators work alongside part time staff to ensure they have the information and skills they need to deliver the Centre's curriculum	Part time staff are able to articulate the Centre's philosophy, approach to book making and the project approach Part time staff are comfortable in approaching staff for information.	2012-2013
7.2.1 A statement of philosophy is developed and guides all aspects of the service's operations.	The philosophy statement is updated	M	Educators will reflect on and rewrite the Philosophy statement for the preschool	The philosophy statement is written.	2012
7.3.5 Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.	A Policy Manual is developed		Policies will be written in consultation with families	The policy manual is available in hard copy and on the Centre's website.	2012