



Coorara Preschool Centre

Quality Improvement Plan

2017

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Morphett Vale, SA, 5162
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Updated March 2017
Review Due March 2018

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Director: Joy Klein
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Service Name	Service Approval Number
Coorara Preschool Centre	SE-00010275
Primary Contact at Service	
Joy Klein (Director)	
Physical Location of Service	Physical Location Contact Details
Street: 22 Matison Road Suburb: Morphett Vale State/Territory: SA Postcode: 5162	Telephone: 08 8325 0866 Mobile: 0429 073 218 (Joy Klein) Fax: 08 8325 2927 Email: dl.3621_leaders@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Department for Education and Child Development Government of South Australia Contact for this site – Joy Klein (Director, Coorara Preschool)	Name: Joy Klein Telephone: 08 8325 0866 Mobile : 0429 073 218 Fax: 08 8325 2927 Email: joy.klein608@schools.sa.edu.au
Postal Address (if different to physical location of service)	

Operating Hours

Times of the day when education and care is provided

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening Time		08:30	08:30	08:30 Alternate Weeks (Wks 2,4,6,8,10)			
Closing Time		15:00	15:00	12:30 Alternate Weeks (Wks 2,4,6,8,10)			

Additional information about your service

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

Coorara Preschool operates during South Australian school terms. We have the allowed four pupil free days per year for whole staff professional training, after consulting with the Governing Council and approval from the Education Director. These days are always planned well in advance to give our families adequate notice about the centre's closure.

Parking is available in the preschool car park, enter from Matison Rd. We are approx. 26 km south of Adelaide GPO. There are no canteen facilities at the preschool, but local shopping facilities are available within a short distance on Taylor Ave and larger shops at Woodcroft Shopping Centre.

How are the children grouped at your service?

Children access the entitled 600 hours of preschool in the four terms before starting school. All eligible children attend at the same time. 2017 sessions are full days Tuesdays and Wednesdays, and a four hour session every second Thursday (even weeks of the term).

Currently in Term 1, 2017 we have 18 children attending, all in their eligible preschool year.

A playgroup session is held on the even week alternate Thursdays 9.00 – 11.00 during kindy session, with an average attendance of 6 families.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. 'Nominated Supervisor, Cheryl Smith')

Joy Klein (Director/Nominated Supervisor)

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

No. of educators: N/A

Service statement of philosophy

Coorara Preschool

Our Philosophy

- Coorara – “Meeting Place Under the Clouds”
- Coorara Preschool is a community of life-long learners who share a sense of ‘belonging’ and work together in partnership in a warm, nurturing and respectful environment.
- It is a place where children celebrate ‘being’ and participate in stimulating and challenging play-based learning – where they can explore, engage, interact, discover, imagine, create, inquire and grow.
- It is a place where ‘becoming’ is valued – high expectations and equity for all the community where children are encouraged in their journey to be engaged and contributing learners.

Our Values

Respect
Confidence
Getting Along
Resilience
Persistence
Organisation

Quality Area 1: Educational Program and Practice

Summary of Strengths for QA1

- ◆ Open, honest, trusting, welcoming preschool environment.
- ◆ Dedicated, hard-working staff who give over and above their rostered time.
- ◆ Well organised and appropriately resourced centre that is very inviting.
- ◆ Cater for individual children through targeted interventions and as individual needs arise.
- ◆ Children with additional needs are identified as early as possible, even before starting preschool. This has been possible with the introduction of playgroup and the provision of pre-entry sessions.
- ◆ Individual Learning Plans (ILPs) are developed in consultation with parents for every child. Children's ILPs goals are used to inform our learning plans, along with their current interests and children's own goals/needs as they arise. ILPs are regularly reviewed and updated by staff and parents.
- ◆ A site reflection sheet containing photos and learning comments is produced each week, made available for children and families to view and copies put in each child's folder. Care is taken to ensure all children are regularly included.
- ◆ We have an excellent relationship with regional support agencies who are encouraged to work regularly with identified children, usually on site with follow up support for staff and families.
- ◆ Staff are employed to support identified children through Preschool Support funding.
- ◆ We display children's work and photos around the centre to demonstrate their high level of learning participation.
- ◆ Opportunities to talk and work with all our children in small groups, pairs or individually are valued. Staff are co-players with the children, flexibly responding to children's interests as they occur.
- ◆ Parents/caregivers are encouraged to be a part of our centre by staying with their child and joining in the day-to day play and/or participating in Governing Council activities.
- ◆ Partner with neighbouring preschools and schools to support and enhance learning programmes.
- ◆ Transition processes for children starting preschool and school are in place and found to be very effective, with this year's preschool and reception children settling well into their learning environments.
- ◆ We value continuing connections with children as they transition into school - including providing opportunities for shared play (kindy/R) with Coorara Primary.

Key Improvements Sought / Identified Issues during 2017

- 1.1.1: Program documentation to reflect new group of children's needs and interests.
- 1.1.3: Routines need to be visually available to support children's participation.
- 1.1.4: Parents need to have input into their child's plans and progress.
- 1.1.6: Children's voice needs to be regularly sought, documented and acted on.
- 1.2.1: Assessment of children's learning needs to be documented and linked to EYLF outcomes, including numeracy and literacy indicators.
- 1.2.2: Children need to have challenges and their learning stretched

Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development.				
Element/Goal	Strategy	Evidence	Target Date	Progress
1.1.1 Planning for children's learning using EYLF is evident	Continue to 'tweak' flexible, time efficient programming proforma for all staff to contribute to, linking children's learning with EYLF outcomes Develop Growth Mindset learning opportunities for children and staff	Programming proforma linking outcomes and children's learning opportunities in use, with all staff contributing Children and staff using the growth mindset terminology including 'not yet'	Term 1 ongoing	16/3 approx 4 week block programming, with sections for planned and spontaneous learning opportunities – responsive to children's interests and learning needs – out on staff table to add to during the week
1.1.3 Routines organised to maximise children's learning	Display daily routines clearly for children, staff and parents – use board maker visuals	Routine visuals displayed and used by the children, daily routines available for staff and parent use Other task routine visual displayed as individual needs arise	Term 1 + 2	16/3 Board maker visuals being used on ramp display board – highly effective – many children seen checking what comes next and using the visuals to see when mum or dad return. Painting routine and group time sitting visuals in place. Need to add other visuals, eg handwashing
1.1.4 Parents informed and contribute to child's plans and progress	Program to be made more accessible for parents Individual learning plans (ILP) to be written for each child and discussed during parent/teacher chats	Parents aware of plan and contributing comments PTC (parent teacher chats) to include discussion of child's progress and ILP	ongoing	16/3 Program displayed and given to all parents, input invited
1.1.6 Children's voice will be promoted, recorded and valued	Staff to encourage children to talk about their learning and choices Record conversations in program, drawings, surveys, observations Respond to children's ideas, showing that they are valued Document HOW we will promote children's agency	Children's confidence increased in expressing their opinions Program records children's voice Staff will be observed responding to children's ideas for planning A visual/document displayed showing that children's agency is valued and ways this is promoted	Term 2	16/3 Children's ideas are informally sought and interests observed and acted on. Program notes and some observations detail children's choice and ideas.
Standard 1.2 Educators and coordinators are focussed, active and reflective in designing and delivering the program for each child.				
1.2.1 The planning process shows evidence of assessment for children's learning	Link current assessment tools and recording sheets to EYLF outcomes Use these to inform planning Numeracy and literacy indicators used as framework to discuss and observe children's learning Trial Partnership early years' numeracy tool and use extra two pupil free days for implementation	Staff observations, and informal assessments linked to EYLF and ILPs Children, parents and staff can clearly see evidence of children's learning in numeracy and literacy Data collected, recorded on numeracy tool and analysed – used to inform program and practices	ongoing	16/3 Observation form has been tweaked. Aiming for each teacher to have at least one written obs about every child per fortnight. Need to display info about numeracy and literacy learning for parents – Term 2. First pupil free day planned for March 29.
1.2.2 Extend children's learning	Staff to stretch and challenge children's learning during play conversations Purposefully set up learning challenges	Children and adults engaged in extended learning conversations Children keen to be challenged	ongoing	16/3 Children are being stretched to think of alternative ways to solve conflict situations.

Quality Area 2: Children's Health and Safety

Summary of Strengths for QA2

- ◆ Parent enrolment interview includes gathering information about children's individual medical needs and ensuring the parent is aware of our policies regarding administering of medication and the documents they and the health provider must provide, including health care plans for children with ongoing health conditions such as asthma.
- ◆ Health care plans are kept on the notice board in Director's office, with easy access for all staff, including relief staff.
- ◆ Staff ensure any medication is checked, stored and administered in strict adherence to our procedures.
- ◆ Our programme includes a balance of physical activity and relaxation plus quiet time.
- ◆ As we are open all day, we provide relaxation time after lunch and another opportunity for healthy snack time in the afternoon. We monitor our children closely and if there is a need for more down time due to the length of the day, (whether it be individual or groups of children) then we adjust our programme accordingly.
- ◆ Families are encouraged to provide spare children's clothes and the kindy also has a supply of suitable clean clothes for use when needed.
- ◆ Families volunteer for washing duties.
- ◆ Appropriate kindy clothing for children is included in parent induction power point.
- ◆ Our sun smart and hot weather policies are reviewed and implemented.
- ◆ Effective hygiene practices are in place, including hand washing before food and after toilet/blowing nose, nappy changing and clothes changing procedures.
- ◆ Children and staff eat lunch and snacks together, giving opportunities for embedding safe and hygienic eating and drinking practices.
- ◆ Parents are informed about infectious diseases via written and verbal notices as they enter the kindy or by phone if serious / necessary.
- ◆ Children suspected of having head lice are checked and appropriate information and support given to parents.
- ◆ We actively promote healthy snacks and lunches plus water drinking and this is supported by most parents/caregivers.
- ◆ Healthy eating policy reviewed and guideline cover sheet developed.
- ◆ Outdoor play is a large part of our programme and our children help select the equipment they wish to play with and they willingly help us put it away.
- ◆ Our beautiful outdoor space provides opportunities for children to run and play with high energy and creativity.
- ◆ Shared physical activity times planned with school classes.
- ◆ Importance of physical activity is shared with families through newsletters and participation in our planned mini-sportathon.
- ◆ Risk assessments implemented and used for excursions and detailed information provided to families about the excursion, including mode of transport.
- ◆ Playground and equipment checks are done regularly
- ◆ Our bushfire policies and procedures align with DECD requirements.
- ◆ Emergency procedures are practiced each term.
- ◆ All electrical equipment is tested and tagged annually.
- ◆ All staff trained in child protection and have current criminal history screenings.

Key Improvements Sought / Identified Issues during 2017

- 2.1.1: Review medical conditions policies and procedures.
- 2.1.4: Infectious diseases / ill children exclusion periods information needs to be more readily available.
- 2.2.1: Keep families aware of healthy choices for lunches and snacks.
- 2.3.2: Several trees are medium and high risk and need to be removed. Upgrade to Sunsmart centre.
- 2.3.3: Emergency drills need to be timetabled to ensure regular practice occurs, including in conjunction with the primary school.

Standard 2.1 Each child's health is promoted.				
Element/Goal	Strategy	Evidence	Target Date	Progress
2.1.1 Each child's health needs are supported	Review medical conditions policies and procedures	Policies and procedures in place with all staff aware and using as necessary	Term 2	16/3 Medical plans have been provided and are displayed for children with serious medical concerns. Procedure documentation still to be reviewed.
2.1.4 Steps taken to control spread of infectious diseases	Develop document to guide parents and staff when deciding how long children need to be excluded from preschool with various conditions	Chart or document developed and available	Term 2	16/3 Notices as needed are displayed eg. Headlice and information brochures are available for parents. Summary chart still to be sourced.
Standard 2.2 Healthy eating and physical activity are embedded in the program for children.				
2.2.1 Promote healthy eating	Provide health eating brochures and information for families Promote to families our colour healthy eating brochure reviewed last year Intentionally discuss healthy food options with children Individually talk with families when unhealthy items are included in lunches – eg. check the sugar content small print	Brochures sent home and spares available Children sorting and talking about healthy and unhealthy foods Parents providing healthy lunches	Term 1 Term 2	16/3 Healthy eating guideline cover page available Healthy food and drink discussions included in parent powerpoint, all families aware of good food and drink choices.
Standard 2.3 Each child is protected.				
2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury	Tree audit to be conducted Apply for DECD funding to undertake necessary work Develop and implement sunsmart policy Parents asked to provide their child with own roll on sunscreen	Unsafe trees removed or trimmed, replanting as necessary Sunsmart practices in place Sunsmart policy written and implemented All children to have own roll on sunscreen which they confidently apply	asap Term 2 Term 1	16/3 Tree audit completed. Corporate funding allocated. Waiting for work to be booked in. All children have their own roll on sunscreen which they apply under staff supervision before lunch. Parents responsible / asked to apply each morning. Staff sunsmart trained last year, but policy not yet updated.
2.3.3 Manage incidents and emergencies	Timetable regular practice of emergency evacuation and invacuation drills – coordinate with Coorara Primary School Inform parents when emergency drills are practiced	Program / diary will record when emergency procedures are practiced Drills practiced in conjunction with school Parents informed when emergency drills have occurred	ongoing ongoing	16/3 Evacuation and invacuation practices held this term – not with school yet.

Quality Area 3: Physical Environment

Summary of Strengths for QA3

- ◆ Bright, welcoming environment
- ◆ Wonderful, engaging and stimulating outdoor environment that includes grassed space for running, rock river, mounds for rolling, large sand pit, garden, trees for climbing and other natural elements
- ◆ Plentiful shade provided by natural trees and constructed verandahs and sails
- ◆ Newly renovated inside space that is clean, spacious and inviting
- ◆ Inside room equipped with age and size appropriate furniture and fittings
- ◆ Large verandah space available for outside play during inclement weather, equipped with PVC blinds
- ◆ Equipment and furniture is well maintained, anything broken is removed immediately and either fixed or discarded
- ◆ Fencing that surrounds a safe, secure environment
- ◆ Plentiful appropriate developmental equipment
- ◆ Accessible toilet and hand washing facilities
- ◆ Located next to school site and able to use their stadium and other facilities
- ◆ Disabled access to main room and yard
- ◆ Well organised inside storage rooms for craft materials and equipment
- ◆ Adequate shed space with roller door for easy access to outdoor equipment
- ◆ Office space for administrative functions, private conversations and consultations with parents and visiting support staff
- ◆ Well equipped kitchen for food handling and storage
- ◆ DECD procedures for undertaking building maintenance followed
- ◆ Outdoor and inside environments are regularly re-arranged to provide interest and adapt to children's needs
- ◆ Growing collection of natural play equipment
- ◆ Sustainable practices embedded in routines including recycling, food scraps for local family's chooks, re-using junk materials, rain water collected for garden and sand play

Key Improvements Sought / Identified Issues during 2017

- 3.1.2: Premises, furniture and equipment to be kept clean and well maintained
- 3.2.1: More natural large movable play items needed for outdoor play
- 3.2.2: Limited equipment to encourage large muscle work
- 3.3.1: Need an environmental and sustainability strategy documented and shared with families
- 3.3.2: Children involved in growing food/gardening

Standard 3.1 The design and location of the premises is appropriate for the operation of a service.				
Element/Goal	Strategy	Evidence	Target Date	Progress
3.1.2 Premises, furniture and equipment are clean and well maintained	Allocate staff time to sort through the sheds and store rooms, assessing equipment that needs repairing or deleting	Equipment well maintained and accessible	ongoing	16/3 Roller door shed cleaned and sorted during January.
Standard 3.2 The environment is inclusive, promotes competence, independent exploration and learning through play.				
3.2.1 Spaces designed to engage children in both built and natural environment experiences	Provide larger logs and other natural movable outdoor play objects	Children enjoying and accessing natural movable play resources	Term 1	16/3 A quantity of larger logs brought in to yard, reviewing position and set up.
	Develop play spaces in unused area near verandah	Revitalised play area near verandah, enjoyed and accessed by children and staff	Term 3	16/3 Visited another kindy – ideas forming for area.
	Set up dirt/mud play space – shift fence to level with shed	Children enjoying and accessing dirt/mud play	Term 2	16/3 Parents planning to move fence in cooler weather.
3.2.2 Sufficient flexible use equipment available	Provide larger logs and other natural movable outdoor play objects Purchase wheelbarrows, sack trolleys and roller boards	Children enjoying play developing their larger muscles and upper body strength	Term 1	16/3 Extra wheelbarrow, sack trolleys and roller board purchased and being well used by children in varied ways in their play.
Standard 3.3 The service takes an active role in caring for its environment and contributes to a sustainable future.				
3.3.1 Embedded sustainable practices shared with families	Review poster to summarise current sustainable practices and invite ideas for future practices	Poster displayed and available for families	Term 1	
	Document sustainability strategy	Strategy in place and being used, accessible for families	Term 2	
3.3.2 Increase opportunities for children to be involved in gardening	Revitalise garden beds in outdoor space Raise seedlings for children to take home to grow	Children involved in gardening activities at kindy and home	Term 3	16/3 Several parents willing to garden alongside children and staff

Quality Area 4: Staffing Arrangements

Summary of Strengths for QA4

- ◆ With our small enrolments and with preschool support funding we are well staffed at all times
- ◆ Staff coordinate responsibilities and relieve each other of duties when necessary, ensuring children are always well supervised inside and outside
- ◆ Staff are kept up to date with their requirements surrounding first aid, criminal history checks, responding to Neglect and Abuse and code of conduct etc
- ◆ Very dedicated staff who are regularly engaged in relevant and meaningful PD
- ◆ This staff works as a team with the focus being on the wellbeing of everyone at the centre (children, families and other staff) and ensuring successful learning outcomes for all our children
- ◆ Open to change and learning
- ◆ Staff actively seek opportunities to learn together
- ◆ Staff give generously of their own time
- ◆ Opportunities to visit other preschool sites are sought and valued
- ◆ All staff well qualified to work in early childhood – Director and Teacher have Bachelor Education in Early Childhood, ECWs have Diploma or Cert 3 in Children's Services
- ◆ Achievements, skills and contributions of staff are celebrated and acknowledged in a variety of ways including newsletters, personal presentations, events in conjunction with the school eg. joint staff lunch Week 0, in Director reports to Governing Council and at end of term celebrations with children and families

Key Improvements Sought / Identified Issues during 2017

- 4.1: Allocated staffing (2) insufficient to provide a flexible, rich learning environment and ensure safety and wellbeing of children, particularly when toileting needs arise
- 4.2.1: Induction folder for new educators needs updating
- 4.2.2: Staff to embed and model growth mindset practices

Standard 4.1 Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.				
Element/Goal	Strategy	Evidence	Target Date	Progress
4.1 Staffing ratios enhance children's safety and wellbeing	Allocate funding to employ a third staff member	Three staff working with children to provide a rich and diverse learning program that includes choice of indoor and outdoor play	Term 1	16/3 Governing Council have passed a negative budget that includes provision for third staff member, using funds saved from the two previous years.
Standard 4.2 Educators, coordinators and staff members are respectful and ethical.				
4.2.1 Professional standards guide practice, interactions and relationships	Update staff induction folder to include philosophy statement, code of ethics, position descriptions and professional standards	Induction folder updated and in use	Term 2	
4.2.2 Staff challenge and support each other to improve practices	Share personal growth mindset examples at staff meetings Remind staff to challenge and support each other to vocalise growth mindset thinking	Personal growth mindset examples included in staff meetings Staff vocalising growth mindset opportunities	ongoing	16/3 Began informally due to arrival of new laptop and tablets – new learning for us all.

Quality Area 5: Relationships with Children

Summary of Strengths for QA5

- ◆ All children and families are greeted and engaged in conversation by the staff at the beginning and end of each day
- ◆ Children are regularly engaged in meaningful conversations with staff
- ◆ Staff respond sensitively and appropriately to all children's efforts to communicate, purposefully using 'wait time'
- ◆ Confidential discussions are held in the privacy of the office
- ◆ Staff model respectful, trusting and open relationships
- ◆ Parents and children are shown they are valued by ensuring that our interactions with them are unhurried
- ◆ Staff look to make opportunities to talk with all children each day – one-to-one or small groups
- ◆ Staff enjoy their work at kindy and share that enjoyment with children and families
- ◆ Children know their environment very well and demonstrate a sense of belonging
- ◆ Meal times are unhurried, social, learning situations with staff and children sitting and eating together
- ◆ Children enjoy and look forward to coming to kindy
- ◆ Younger siblings enjoy being at kindy and want to stay, rather than go home!
- ◆ Staff support all children to participate in the program, including supporting children with language delays through the use of visual cues and key word signing
- ◆ Children engage in many enjoyable social interactions with a widening age range of children through shared play opportunities with the school
- ◆ Playgroup sessions and planned extended pre-entry sessions provide children and families with opportunities to become familiar with kindy environment, routines and staff and for staff to build relationships with children before their eligible year at kindy
- ◆ Children are challenged and supported to interact with other children and staff with cooperative and helping behaviours
- ◆ Staff support children to negotiate their rights in relation to the rights of others, sensitively intervening when necessary
- ◆ Staff respond promptly to children's aggressive or bullying behaviour, providing gentle and repeated guidance whenever necessary
- ◆ Processes are in place for getting to know each child, including information gathered during enrolment, family posters and time made for conversation with children and their parents

Key Improvements Sought / Identified Issues during 2017

5.1.2: Children need to be encouraged and supported to have sustained conversations with educators and each other

5.2.1: Children need to develop small group play skills including negotiating roles

5.2.3: Review behaviour policy

Standard 5.1 Respectful and equitable relationships are developed and maintained with each child.				
Element/Goal	Strategy	Evidence	Target Date	Progress
5.1.2 Every child able to engage with educators in meaningful and open interactions	Staff to purposefully use 'ask not tell' and 'wait time' strategies when conversing with children. Support this work with newsletter articles.	'Ask not tell' and 'wait time' being consistently used, children participating in sustained conversations. Newsletter articles and other evidence supporting this work	Term 2	16/3 Staff already use 'say what you see' as a guide to positive interactions and supporting children to self-regulate. 'Ask not tell' and 'wait time' add to educators strategies for supporting children's interactions and learning.
Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.				
5.2.1 Each child supported through collaborative learning opportunities	Staff to model turn taking and small group roles during spontaneous play Play turn taking games (eg. inside – card games, outdoor – ball games) during play and group times Use the You Can Do It program Implement ELLA (Early Learning Languages Aust) – Spanish - using IT devices, staff with two children at a time	Children's negotiating and turn taking skills increased Conflict situations reduced Children's dispositions for learning supported and developed Children enjoying their turn to work with ELLA Spanish program	Ongoing	16/3 Many children this year find turn taking challenging and have very low resilience. Ricky Resilience and Gabby Get Along are being well used.
5.2.3 Children's dignity and rights maintained at all times	Review behaviour policy – rename positive behaviour policy	Positive Behaviour policy in place with all staff practicing its procedures	Term 2	16/3 General behaviour management processes discussed in staff meetings and end of day reflections.

Quality Area 6: Collaborative Partnerships with Families and Communities

Summary of Strengths for QA6

- ◆ There is a strong culture of positive relationships with staff, our children and their families at the centre
- ◆ All parents are conversed with on a daily basis and staff 'meet and greet' and farewell our families every session
- ◆ Parents are acknowledged as their child's first and most influential educator, and staff actively look for opportunities to support parents in this important role
- ◆ Excellent family participation and attendance at information sessions and Governing Council AGM
- ◆ Relevant staff will attend NEP, ILP, and Child Review Team meetings for individual children and this information then shared with all staff at staff meetings
- ◆ Families input into our programs is valued and invited by informal discussion, daily notices, newsletters, information sessions and at Governing Council meetings
- ◆ Written and verbal feedback on our service from families is encouraged and responded to
- ◆ We have many forms of communication: face to face chats, regular newsletters, children's folders, message pockets, Governing Council information, the notice board, posters, formal and informal notes as well as text reminders when appropriate
- ◆ Family and child development related brochures and information distributed regularly
- ◆ Excellent partnerships with the primary school, including shared use of facilities, fundraising events (planned mothers' day and fathers' day stalls), OSHC service and special days (Book Week, Mini-Sportathon)
- ◆ Comprehensive transition process that supports children and families as they transition from playgroup – kindy – school
- ◆ Unhurried individual family enrolment, providing time for family questions and opportunity for gathering family information to support the child's transition into kindy
- ◆ Comprehensive, regularly updated induction power point is shared with small groups of parents of new children, providing further opportunities for questions and getting to know other families. This session is inclusive of parents with ranging literacy skills
- ◆ Linking with other relevant agencies is a strong point at this centre. Our families know that we will do everything we can to use outside agencies as needed and implement appropriate programmes developed for children with additional needs
- ◆ Parents are actively involved in the life and activities of the preschool eg. Governing Council meetings, fundraising and general help around the centre
- ◆ Wider family members and family friends are encouraged to participate in kindy events such as family nights, Sportathon and fundraising events
- ◆ A community play group is now run on Thursday mornings, with local families enjoying playing with other children and accessing kindy activities and facilities
- ◆ Significant percentage of parents participate in Governing Council meetings, that are kept short and as informal as possible
- ◆ The Director regularly reports service operations and matters to Governing Council, report format developed for the NQS areas
- ◆ Director's NQS areas report to Governing Council made available for all parents, copies on parent noticeboard
- ◆ Printed information about community groups available and guest presenters planned to visit Coorara to speak directly with parents

Key Improvements Sought / Identified Issues during 2017

- 6.1.2: Promote and increase the varied opportunities for families to be involved in the preschool and contribute to decisions
- 6.1.3: Website and information handbook need to be updated
- 6.2.2: Parenting resources and information not sufficiently accessible to parents
- 6.3.2: Continuity of learning and transition processes to be reviewed by kindy, school and parents

Standard 6.1 Respectful and supportive relationships with families are developed and maintained.				
Element/Goal	Strategy	Evidence	Target Date	Progress
6.1.2 Families involved and contribute to service decisions	Brief progress survey to each family each term Parent contribution/involvement opportunities advertised in newsletters and on whiteboard Parents asked during ILP meetings whether they are happy with their level of involvement	Parent surveys returned, issues discussed and acted on Parents involved at their choice level. 100% families satisfied with their level of involvement in preschool matters	ongoing	16/3 First survey going out next week, involvement opportunities in newsletters, parent helping / skill info being asked.
6.1.3 Current service information available for all families	Update kindy website and handbook, to include philosophy, updated policies, parent information, newsletters, events	Website and handbook updated and available to families and community	Term 1/2	16/3 Info for website in progress.
Standard 6.2 Families are supported in their parenting role and their values and beliefs about childrearing are respected.				
6.2.2 Community services and current parenting resources available	Invite community groups to provide speakers to come to kindy to be available for families Display printed parenting resources Include parenting website links in newsletters	Families informed of community group services available Families accessing printed resources Newsletter articles include parenting website links	ongoing	16/3 Some recently received parenting resources displayed and being taken by parents.
Standard 6.3 The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.				
6.3.2 Children's transitions supported by all stakeholders	Work through DECD Transitions document / matrix with school and kindy staff Identify areas for improvement Keep families informed about our transition processes	Kindy and school staff discussions leading to possible changes in processes Families clear about transition processes and their responsibilities	ongoing	16/3 Partnership discussion on transition next week. Kind school week 0 discussions have led to weekly kindy visits to school library and plans for children to borrow books.

Quality Area 7: Leadership and Service Management

Summary of Strengths for QA7

- ◆ Involved and enthusiastic Governing Council meets twice per term to have oversight of service operations and participate in the decisions affecting their child's education
- ◆ Records and information is stored securely, both electronically and in files, and provided to the appropriate authorities as required and all in accordance with legislative requirements eg. attendance, financial, staffing, WHS, enrolment, parent contact details, child protection and custody data etc
- ◆ EYS (Early Years System) consistently used to keep all attendance records and child details up-to-date
- ◆ There is a culture of continuous improvement that is embedded within staff and Governing Council discussions
- ◆ Leader leads and encourages professional dedication to continuous improvement by attending training workshops and sharing that learning
- ◆ Systems are in place to check that staff criminal history screenings and other certificate requirements are current, also those of staff relieving or from other agencies
- ◆ Our kindy philosophy statement guides our service operations and is used to lead discussion at parent inductions
- ◆ Staff achievements and contributions celebrated
- ◆ Effective administration systems are in place to ensure effective operation of the kindy, including financial and human resource management
- ◆ Information for families is available on how complaints and grievances are made, processes are in place to document and manage any grievances
- ◆ Kindy computer is available for families to use to check DECD website for DECD policies
- ◆ Site specific policies available in printed form or can be emailed to families

Key Improvements Sought / Identified Issues during 2017

- 7.1.2: Induction processes of new educators needs to be reviewed
- 7.1.4: Leader needs to continue professional development to lead curriculum
- 7.2.3: Develop an illustration/description of our improvement cycle
- 7.3.1: Archival records system to be maintained
- 7.3.2: Develop a yearly calendar of tasks, including administration duties
- 7.3.5: Update policies and review as required, ensure policies are available to families

Standard 7.1 Effective leadership promotes a positive organisational culture and builds a professional learning community.				
Element/Goal	Strategy	Evidence	Target Date	Progress
7.1.2 New staff induction is comprehensive	Update staff induction folder Allocate funding/time for discussions with new staff member	Induction folder updated Staff time allocated New staff member satisfied with induction process	Term 2	16/3 Staffing being organised for Term 3 when director on LSL.
7.1.4 Curriculum leadership	Director undertake PD as available, including Results Plus modules Establish and maintain goals and expectations for teaching and learning	PD attended and learning shared Teaching and learning goals clear	ongoing	16/3 PD on pupil free day March 29 planned.
Standard 7.2 There is a commitment to continuous improvement.				
7.2.3 Effective self-assessment and quality improvement process in place	Review improvement processes / cycle – document this process Give parents opportunities to have input to QIP development Yearly plan to use NQS continuous improvement self-review resource	Improvement cycle process documented and available to staff and families Parents have opportunities to discuss and add to QIP NQS resource worked through and acted on	Term 2 Term 1 ongoing	16/3 QIP review in process – parent input invited via newsletter and noticeboard. Area 1 and 6 up for comment.
Standard 7.3 Administrative systems enable the effective management of a quality service.				
7.3.1 Records and information stored appropriately to ensure confidentiality	Staff to look at archive folders and file 2014 - 2016 data	Archives stored correctly and securely	Term 4	
7.3.2 Admin systems ensure effective service operation	Develop all-encompassing task calendar that includes admin duties such as HR, finance, WHS, facilities...	Calendar developed and in use	Term 1	16/3 Calendar project started, to be added to as duties become apparent.
7.3.5 Site policies current and accessible to parents at all times	Check through DECD guide for policy requirements, update and review as necessary Print copies of policies for families, list links to DECD website for DECD policies, make kindy computer available for families without internet to check policies on DECD website Update preschool website with updated policies and links to DECD policies	Policies updated and available Sign noting that kindy computer is available for parents to check DECD website Preschool website updated	ongoing	16/3 Policies available as of end 2014. Reviews and website update due this year.