



GREENVUE

KINDERGARTEN

Quality Improvement Plan

Updated October 2022



Service details

Service name	Service approval number
GREENVUE KINDERGARTEN	SE-40005208
1st Primary contact at service	2nd Primary contact at service
MOHD NAUMAN (Service Director)	ANNA PHILIPPOUSSIS (Service Supervisor)
Physical location of service	Physical location contact details
Street: 6 WOOTTEN ROAD Suburb: TARNEIT State/territory: VICTORIA Postcode: 3029	Telephone: 03 9749 6262 Mobile: 0450066075 Email: OFFICE@GREENVUE.COM.AU
Approved Provider	Nominated Supervisor
Primary contact: MOHD NAUMAN Telephone: 03 9749 6262 Mobile: 0450 066 075 Email: DIRECTOR@GREENVUE.COM.AU	Name: MOHD NAUMAN Telephone: 03 9749 6262 Mobile: 0450 066 075 Email: DIRECTOR@GREENVUE.COM.AU
Postal address	Website
Same as the physical location of service	www.greenvue.com.au



Operating hours

Greenvue Kindergarten operates for 52 consecutive weeks through the year. The hours of service are from 8:00 to 17:00 weekdays (excluding public holidays).

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening Time	8:00	8:00	8:00	8:00	8:00	N/A	N/A
Closing Time	17:00	17:00	17:00	17:00	17:00	N/A	N/A

Additional Information about the service

Additional information about the service - parking, school holiday dates, pupil-free days etc.

There are twelve parking spots available on the premises with plenty of off-street parking on Wootten Road & Hogans Road. The service runs Monday to Friday for 52 weeks throughout the year, and is closed on all Victorian public holidays. There are no pupil free days at the service.

Grouping of children enrolled at the service.

Our service runs a Funded Pre-Kinder Program for children three years of age, and a Funded Kinder Program for children four years of age. There are currently four Kinder Groups & two Pre-Kinder Groups. Each group consists of 22 to 33 children. The Kinder Groups attend two full-day sessions a week each. The Pre-Kinder Groups attends one full-day session a week. Four VIT Registered Teachers working full-time run all groups in joint collaboration with qualified educators, supported by staff members for Administration tasks.

Name and position of person responsible for submitting the service's Quality Improvement Plan.

Mohd Nauman (Service Director)



Service statement of philosophy

Our Philosophy

- Along the meandering path of childhood, children find joy in great and small things. In childhood, children become aware of the wonder of life and the incredible marvel of being human.
- In the presence of others, among gentle, smiling people, children discover lovely surprises each day. To learn self-control, to develop honesty and integrity, to grow in empathy and become a happy, caring human being, a child needs time and space to play.
- Children are at the centre of their learning, discovering the pleasure of independence through encounters with people in supportive, respectful environments. Learning takes place when ideas, concepts and theories are shared with others.
- To clearly see, to absolutely hear, to truly feel, children need clarity, acceptance and generosity from their teachers and parents. Children grow upward and outward through action and joy towards friendship, happiness and the discovery of the unknown.

At Greenvue Kindergarten we believe:

- Young children learn best through play, that play is life and that life is learning.
- Children learn when they are free to explore, to make choices, to develop interests and construct their own identities and understandings of the world.
- Children are motivated to learn when they and their families are accepted and respected.
- Children learn best when they feel valued socially, emotionally and intellectually.
- Children develop positive dispositions towards learning through supportive interactions with adults and peers.
- Creativity emerges when children are given the time and space to freely explore the world around them in an atmosphere of mutual trust.
- Children benefit from a connection to Nature and can help lay the foundations for a happy, healthy, sustainable future for our community.



Our view of the child:

- We view the child as a competent individual seeking understanding of the world and their place in it.
- We see children as individuals capable of devising creative ways of knowing, understanding and making connections and meaning.
- We see each child as a unique identity dependent on relationships and a sense of belonging to others.

Our hope for the future:

- We hope for an Australian future of compassionate and educated citizens who have equal opportunities to contribute to and engage happily with all facets of life.
- We hope to develop in our young children a strong sense of identity and a sense of belonging to a diverse community.
- We hope that children develop strong dispositions for learning throughout their lives and that they will be happily engaged, socially functional, optimistic, curious and resilient into adulthood.

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 Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths	<ul style="list-style-type: none"> Both the EYLF and VEYDLF documents are used in conjunction to inform and guide our program and practices. Educators are responsive to the children's needs, strengths, abilities and interests, and this is reflected in their documentation. Each child's agency is consistently considered and promoted enabling them to make a range of choices and decisions to influence events at the service. Educators consistently build on children's ideas through play by utilising intentional teaching, which is embedded within the program. Planning & documentation to record children's learning is also available online for all families to access through the StoryPark's portal via the service's website. Changes made to the program plan with a new template in order to help families have a better understanding of children's learning.
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Key improvements sought for Quality Area 1

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.2.3	Need for focusing on children's interests to guide our learning programs.	Implementation of individual programs for each child to achieve meaningful outcomes	H	<ul style="list-style-type: none"> Jotting of children's interests. Plan for & follow up children's interests. Group discussions with children for upcoming learning areas of focus. Children to provide their input for the learning program. 	<ul style="list-style-type: none"> Children taking ownership of their own learning. Children actively participating in the learning program. Children eagerly providing feedback about their learning through group discussions. 	Term 4 2022	<ul style="list-style-type: none"> Strategies discussed at staff meeting for implementation. Related Professional Development opportunities being sought.
1.3.1	Educators to document children's observations in a meaningful way	Staff members engaging with children effectively to be able to document observations accurately	H	<ul style="list-style-type: none"> In-house training to be provided by the Educational Leader. Practicing how to make and document meaningful observations of children effectively during Ed leader's meetings with all educators. Sourcing appropriate Professional Development. 	<ul style="list-style-type: none"> Children's learning being observed accurately as evident by the documentation. Learning to be evident via photos. Ed Leader to check and confirm the documentation to ensure that observations are being made accurately. 	Term 4 2022	<ul style="list-style-type: none"> Educational Leader has assigned part of the planning time to help staff members with improving their methodologies to write children's observations. Related Professional Development opportunities being sought.
1.3.3	More opportunities for families to provide input for their child's learning by also having access to the program plan online.	Increased parental involvement in the learning program through program plan awareness.	M	<ul style="list-style-type: none"> Attaining regular feedback from families. Setting up regular parent-teacher meetings. Program Plan to be readily accessible through StoryPark Online Web Portal.. 	<ul style="list-style-type: none"> Comprehensive parental involvement in child's learning program. Communicating with families to work collaboratively towards achieving the learning goals of every individual child. 	Term 1 2023	<ul style="list-style-type: none"> Procedure in place to seek regular feedback from families. Educators setting up schedule for parent-teacher meetings with all families. Program Plan set up for StoryPark.

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 Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

- Our hygiene practices are robust and our service places a high importance on a rigorous daily CovidSafe & weekly deep cleaning regime.
- All children are thoroughly supervised at all times and educators are attuned to their physical needs & well-being.
- The Certified Supervisor of the service on a daily basis carry out comprehensive safety inspections in order to ensure that all children are protected from hazards and harm.
- Plans to manage incidents and emergencies are developed and reviewed regularly in consultation with relevant local authorities.
- All staff members understand their roles & responsibilities in accordance with national laws & regulations, and they actively raise family & community awareness of child protection issues.
- Healthy eating habits are consistently encouraged at the service and families are regularly reminded to provide healthy snacks for their children.
- Educators role model healthy eating habits and discuss their choices with children on a regular basis.

Key improvements sought for Quality Area 2

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.3	Children don't always bring healthy snacks to eat at kinder. Some families are not responding to staff's requests to provide their children with healthy snacks.	For all our children & families to acknowledge the importance of healthy eating habits for their children and to work with our service in promoting the health of all children.	H	<ul style="list-style-type: none"> • Engage children in healthy eating choices activities. • Group time discussions with children about the advantages of eating healthy. • Flyers related to the subject for families to be sent. • Establish links with local supermarkets regarding their 'Healthy Eating Initiatives'. • Planting fruits & vegetables along with encouraging families to engage in gardening with children at home also. 	<ul style="list-style-type: none"> • All children are being provided with healthy snacks by their families. • All families understand the importance of making healthy choices for their children's snack boxes. 	Term 1 2023	<ul style="list-style-type: none"> • Including a large section focusing on healthy eating choices for families to consider in the kinder's newsletters. • Local supermarkets have been approached seeking collaboration to introduce any available initiatives at our service. • Sending out regular flyers about healthy eating habits.

Quality Area 3: Physical environment

This quality area of the *National Quality Standard* focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children’s learning and development.

Quality Area 3: Standards and elements

Standard 3.1	The design of the facilities is appropriate for the operation of a service.	
Fit 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	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	
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, and 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 Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths

- Educators take pride in the presentation of the classroom, and create environments, which invite each child to participate in the program, including solitary play, and small group based learning activities.
- Educators recognise the utmost importance of using natural materials & environments, and the role model respect for the outdoor environment by showing children and involving them in the care of garden beds and natural spaces.
- Environmental sustainability and recycling is at the forefront of our program as well as our service, and is consistently promoted in everyday practice.
- Organisation of resources is well managed and structured in the service's Resource Room.

Key improvements sought for Quality Area 3

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.1	Indoor learning activities need to be more appealing and inviting to all children.	• Bringing elements of outdoor activities inside the classroom, which will facilitate the indoor outdoor plan as per the service's CovidSafe strategy.	M	<ul style="list-style-type: none"> • Setting up experiences to make learning more exciting and fun. • Finding new ways of bringing the outdoor themes indoors, especially during bad weather. • Thoroughly implementing the program plan by updating the learning environment. • Sharing ideas with other educators from different groups. 	<ul style="list-style-type: none"> • Ed Leader checking to verify the implementation of the program plan. • Quality control inspections by the Service Director. • Evidenced learning stories backed up by photos. • Educators are constantly promoting respect for our natural environment. 	Term 1 2023	• Educators are coming up with various strategies to implement their ideas for program mplans based on indoor outdoor hybrid learning.

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. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

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 Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths	<ul style="list-style-type: none"> • Our service provides consistency and continuity of care by employing regular relief educators who are familiar with the service & its range of resources, and also understand children's routines. • Regular staff meetings are held where opportunities are provided to collaborate and discuss practices in a respectful manner within a friendly & open environment. • Regular opportunities are provided to all educators to undertake professional development sessions in order to enhance their professional standards and all staff members' recommendations are valued in sourcing relevant Professional Development training opportunities which suit their needs. • Professional Standards are embedded in practice. Positive relationships are promoted in everyday practice. • Educators recognize each other's strengths and skills, and demonstrate mutual respect and equity. • Trainee educators are supported by all staff members for their training needs through an effective working relationship with various RTOs.
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Key improvements sought for Quality Area 4

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.1	Staff members who attend Professional Development sessions alone do not always have the opportunity to share what they have learnt with other staff members.	After attending Professional Development sessions, staff members should share the knowledge gained with all other staff members.	M	<ul style="list-style-type: none"> • Having a Professional Development Discussion session at the end of every Bi-Termly staff meeting so that they can brainstorm about the new knowledge gained from the Professional Development sessions they attend alone. • To ensure that serious and meaningful attempts are made at implementing the new knowledge gained through the Professional Development sessions. 	<ul style="list-style-type: none"> • Professional Development Discussion sessions are being used appropriately to share the new knowledge gained amongst all staff members. • Ed Leader to take notes on how the new knowledge was implemented and access the outcomes by analysing them in light of the EYLF. 	Term 1 2023	<ul style="list-style-type: none"> • Issue discussed at the staff meeting, so that every staff member has good understanding of the rationale behind this initiative. • Professional Development Folder created to share the newly acquired knowledge with all educators.

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 Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths	<ul style="list-style-type: none"> • Educators and children work in small groups to build & support conversations and relationships. • Children are encouraged and supported to assist one another. • Individual plans support families and children with inclusion support needs. • Children are consistently included and involved in the program. • Educators respond and attend to children’s needs, and promote children’s sense of security and belonging.
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Key improvements sought for Quality Area 5

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.1	Educators find it difficult to build relationships with children who do not attend sessions regularly.	To implement appropriate approaches that focus on building relationships with each child and help them with their communication skills with a high number of absences who don't attend the kinder program regularly.	H	<ul style="list-style-type: none"> • Staff Meeting discussions with relevant supporting documentation. • Educators attending related Professional Development training. • Working closely with families to help children improve their communication skills and attend kinder regularly. 	<ul style="list-style-type: none"> • Educators' documentation reflects an extensive knowledge of each child. • Educators create strong bonds and positive relationships with each child attending the service. • Children's school readiness goals are achieved by the end of the academic year. 	Term 1 2023	<ul style="list-style-type: none"> • Director has organized relevant Professional Development training for all educators to attend through the School Readiness Funding through DET. • Educators researching further strategies to focus on in their learning environment to help children develop a meaningful sense of belonging.
5.2.2	Children facing language barriers are not always able to appropriately respond to the behaviour of others and communicate effectively to resolve conflicts.	For all children to engage with educators and their fellow learners in a comprehensive manner, including those who are facing language barriers.	H	<ul style="list-style-type: none"> • Working with bi-lingual support services including ISP, FKA & PSFO. • Accessing bi-lingual support sessions through Inclusion Support Professionals for children who need it. • Borrowing language support books from local libraries. • Utilising visual clues for children with language support needs. 	<ul style="list-style-type: none"> • All children are effectively able to engage with their educators, including children whose first language isn't English. • Educators are equipped with the right resources to communicate with all children through the use of language support services and visual clues. 	Term 1 2023	<ul style="list-style-type: none"> • ISP, FKA & PSFO contacts are being strengthened. • Further resources such as stories about managing children's emotions in their native languages being sought for acquisition.

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 Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths	<ul style="list-style-type: none"> • Our service manages and implements a very comprehensive enrolment and orientation process. • All families are given opportunities to provide meaningful feedback regarding the delivery of our service and programs. • Supporting resources for families are provided through Pocket Charts, Communication Whiteboard and Community Noticeboard. • Relationships are made with inclusion and support services such as Inclusion Support Professionals and Preschool Field Service Officers. Regular contacts are made with these services to ensure that the needs of children and families are being met consistently. • All families are provided with a copy of the kinder newsletters and regular flyers/emails/ SMS with current information related to the service issues and the program such as celebrations, events and incursions. • Our service has established relationships with local libraries, schools, emergency services and various other local community organisations. • Families' expertise are actively sought and valued in our service. • Families are provided with opportunities to have an input in decision-making processes about children's learning and the service delivery.
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Key improvements sought for Quality Area 6

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.1	Some families are not always aware how they can be involved in the service and contribute to service decisions.	All families to participate and engage in our service and in the service's decision making processes.	H	<ul style="list-style-type: none"> • Issuing handouts/emails/SMS to families about their role in our service and their child's learning journey. • Including notices in the service's newsletters. • Promote the use of our service's Suggestion Box. • Setting up regular discussion with families regarding their input. 	<ul style="list-style-type: none"> • Families fully participating in our service and the decision making process. • Families making meaningful contributions by means of offering suggestions to continually improve our service standards. • Families engaging with our service to share their idea with regards to our service delivery. 	Term 4 2022	<ul style="list-style-type: none"> • Handouts/emails/SMS being designed and sent. • Use of Suggestion Box being promoted through notices posted in the foyer. • Schedule being set up for parent-teacher meetings with all enrolled families.
6.2.3	For our service to reflect awareness and acknowledge all cultures represented in our community.	For all the cultures represented in our community to be reflected and acknowledged in our service delivery.	M	<ul style="list-style-type: none"> • Resourcing throughout our local communities such as the council and various community centres. • Attending relevant Professional Development training & organizing incursions to raise awareness of our many local cultures. 	<ul style="list-style-type: none"> • Our service is reflective of all our local communities & cultures. • Educators are meaningfully aware and have knowledge of our local communities & cultures. 	Term 1 2023	<ul style="list-style-type: none"> • Educational Leader is working with the Service Director to come up with efficient strategies to promote the involvement of the local communities and families with diverse cultural backgrounds. • Service Director is sourcing relevant Professional Development training for all staff members.

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 direction 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 Improvement Plan for Quality Area 7

Summary of Strengths

Strengths

- The management aims to be as flexible as possible in meeting everyone's needs including staff, families, trainees, volunteers and local community.
- The service engages external consultants who visit the kindergarten to help with every facet of the National Quality Framework and its implementation.
- Proactive in instigating and implementing change, particularly with regards to relevant frameworks.
- All staff members are knowledgeable in the field of early childhood education and care, and are also focused on their ongoing professional development.
- The management is dedicated to providing all staff members with relevant Professional Development opportunities, and an extensive range of reference resources.
- Staff Appraisals are completed annually and reviewed regularly, and are reflective of each staff member's desire to achieve set goals relevant to their ongoing professional development.

Key improvements sought for Quality Area 7

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2.2	Ensure that the Educational Leader is up to date with the current practise and is using this knowledge to lead the development of the curriculum, and has a clear vision for the service's future development that is also shared by all staff.	To ensure that Educational Leader is supported to carry out the role effectively.	H	<ul style="list-style-type: none"> • Educational Leader is afforded extra planning time to fulfill the programming responsibilities of the role, such as researching of new ideas and emerging issues. • Ongoing appraisals of the appointed Educational Leader and support for performance improvement. 	<ul style="list-style-type: none"> • Educational Leader jointly leads staff meetings with the Director. • Educational Leader to be the driver of reforms in the delivery of our educational programs. • Educational Leader attending management meetings in a leadership role. • Educational Leader attending related Professional development training. 	Term 4 2022	<ul style="list-style-type: none"> • Educational Leader to lead all future staff meetings in collaboration with the Director. • Director to source appropriate Professional Development training for the Educational Leader to attend. • Director seeking regular feedback from the Educational Leader as well as other staff members. New strategies to be adopted for implementation.
7.2.2	Financial record keeping needs to be more structured and readily available for audit.	Financial records to be fully digitalised and stored in a cloud based accounting solution.	M	<ul style="list-style-type: none"> • Director to commit to more Management & Accounting training. • Change of accounting software for financial record keeping purposes. • Business Activity Statements processed every three months. 	<ul style="list-style-type: none"> • Financial information is available for auditing purposes digitally through a cloud based service. • Financial records are updated and submitted to ATO every three months. 	Term 1 2023	<ul style="list-style-type: none"> • Financial records are being migrated to MYOB cloud service. • ATO has been informed that Business Activity Statements will be submitted quarterly from FY2022-23.