

Quality Improvement Plan template

2018 National Quality Standard

Updated May 2021



Australian Children's
Education & Care
Quality Authority

The National Quality Standard and Quality Improvement

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan.

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (r55) for each service that:

- includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard and the National Regulations; and
- identifies any areas that the provider considers may require improvement; and
- contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request.

Service details

Service name		Service approval number	
Ripponlea Kindergarten		SE-00002866	
Primary contacts at service			
Mishel Lowndes			
Physical location of service		Physical location contact details	
Street	Carrington Grove	Telephone	9527 4343
Suburb	St Kilda East	Mobile	0452 553 182
State/territory	Victoria	Fax	
Postcode	3183	Email	kinder@ripponleakinder.org.au
Approved Provider		Nominated Supervisor	
Primary contact	Skye Holcombe Henley	Name	Mishel Lowndes
Telephone		Telephone	0400 842 665
Mobile		Mobile	
Fax		Fax	
Email	President@ripponleakinder.org.au	Email	
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

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

Round times to the nearest quarter of an hour.

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8.30	8.30	8.30	9.00	9.00		
Closing time	16.00	16.00	16.00	15.00	15.00		

Additional information about your service

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

Provide additional information about your service—parking, school holiday dates, pupil-free days, etc.

Wednesday 27th January - Term 1 commences (staff setup day)

Thursday 28th January - Children start attending according to orientation schedule

Monday 8th March- Kinder closed (Labour Day holiday)

Sunday 21st March - Working Bee

Thursday 1st April - Last day of Term 1

Monday 19th April - Term 2 begins

Tuesday 20th April - Pupil free day

Monday 14th June - Kinder closed (Queen's Birthday holiday)

Friday 18th June - Kinder closed (staff professional development)

Friday 25th June - Last day of Term 2

Monday 12th July - First day of Term 3

Saturday 11th September - Working bee

Friday 17th September - Last day of Term 3

Monday 4th October - Term 4 begins

Wednesday 13th October - Orientation for new families

Tuesday 2nd November - Kinder closed (Melbourne Cup)

Thursday 11th November - AGM

Sunday 5th December - Working Bee

Thursday 16th December - Last day for children to attend

Friday 17th December - Pupil free (staff clean up)

How are the children grouped at your service?

Two 4 year old groups (Possum and Koala)

One 3 year old group (Wombat)

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

Mishel Lowndes, Nominated Supervisor

Lauren Day, Quality Assurance Officer

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 6

Service statement of philosophy

Please insert your service's statement of philosophy here.

PLAY LEARN DEVELOP

Children begin kindergarten with their own interests, questions, values, and family backgrounds. By respecting this, enduring and equitable relationships between children, their peers and adults can be developed, enabling each child to feel safe, respected, happy and nurtured.

At Ripponlea Kindergarten we:

Create a safe, welcoming and stimulating learning environment

We value family and community support at the kindergarten and are led by a parent run Committee of Management

Endeavor to teach sustainable practices to the children that instil a responsibility for their world

Recognise that children's connections to their community are essential to their sense of belonging

Believe that PLAY is essential for children's learning and children learn best within an unhurried environment

Ensure that kinder is FUN, NURTURING and INCLUSIVE.

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.

National Law and National Regulations underpinning Quality Area 1

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 1 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)	1.1.1
Section 168	Offence relating to required programs	1.1.1, 1.1.2
Regulation 73	Educational program	1.1.1
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program	1.3.1
Regulation 75	Information about educational program to be kept available	1.3.3
Regulation 76	Information about educational program to be given to parents	1.3.3
Regulation 274A NSW	Programs for children over preschool age	1.3.1
Regulation 289A NT	Programs for children over preschool age	1.3.1
Regulation 298A Queensland	Programs for children over preschool age	1.3.1

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths

- Our statement of philosophy consistently guides pedagogy and teaching decisions.
- Learning intentions and thinking are guided by and directly linked to the Victorian Early Years Learning and Development Curriculum and pedagogical principles and practices are incorporated into program delivery to promote children’s learning.
- Families are involved in curriculum decision making. Parents provide information on children’s interest at formal interviews at the beginning of the year. Families also fill background information at the start of the year. Educators encourage mid year interviews with summative assessments. Transition reports are completed for families and foundation educators.
- Educators demonstrate flexibility in program delivery to incorporate children’s ideas, cultures and interests to ensure that experiences are relevant and engaging.
- Educators strive to provide inspiring learning environments that cater for each individual child. The kinder runs an indoor-outdoor program, that allows children to choose their own activity and move between indoor and outdoor spaces as they wish.
- Educators monitor individual children’s progress across five learning outcomes.
- Educators and co-educators attend a staff planning day each year, which includes training on programming/planning and assessment, to ensure they maintain consistently high standards. Staff also attend other professional development opportunities throughout the year.
- All educators strive to be practitioners of excellence. Educators engage in reflective practice individually and in monthly meetings to ensure enhanced learning outcomes for all children are a priority.
- The kinder applied for the Early Childhood Language Program in 2018. The community decided on Italian being the language and the kinder employed a local Italian Teacher in 2019.
- Specialist programs for koala and wombat group. Yoga, sports programs etc.
- Online kindyhub has supported home learning for families during covid 19 lockdowns.
- Each family has access to the kindyhub app for learning stories, photo’s, reports and communication. Paper copies are made available for families that don’t have access to the internet.

Key improvements sought for Quality Area 1

Improvement Plan

Standard/element 1.3.1	Assessment and planning cycle				
	<table border="1"> <thead> <tr> <th data-bbox="365 1209 607 1367">Identified issue</th> <th data-bbox="607 1209 2157 1367"></th> </tr> </thead> <tbody> <tr> <td data-bbox="365 1209 607 1367"></td> <td data-bbox="607 1209 2157 1367">Educators recently worked together to discuss and change the planning cycle. Change took place in July 2018. Kinder now has a new planning cycle. In response to critical reflection around sustainable practices we have moved to the online platform that all nominated members can access. The new app allows families to receive learning stories, reports and regular communication through the app. Families now access the children photo’s through kindyhub.</td> </tr> </tbody> </table>	Identified issue			Educators recently worked together to discuss and change the planning cycle. Change took place in July 2018. Kinder now has a new planning cycle. In response to critical reflection around sustainable practices we have moved to the online platform that all nominated members can access. The new app allows families to receive learning stories, reports and regular communication through the app. Families now access the children photo’s through kindyhub.
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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
1.3.1	Staff to critically reflect on their planning style	To complete the cycling of planning	H	Staff to spend time together to reflect. Attend a PD together. Further discuss a new style moving forward.	Cycle in complete and critical reflection is an important element of the programming.	End of 2018	Have begun new style of planning for 4 year old children in July 2018.
1.1.1	To organise an ongoing aboriginal culture program for children/families and staff.	To embed indigenous programs into the program.	H	The was organised for 2020 and then Covid hit. Make connections again and rebook when covid has passed.		ongoing	To look into the program we had in 2020 to be organised for 2021. Welcome to Country ceremony held in March 2021. Indigenous incursions with Jaeden Williams scheduled throughout 2021.

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.

National Law and National Regulations underpinning Quality Area 2

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 2 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

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

Regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs	2.2.1
Regulation 84	Awareness of child protection law	2.2.3
Regulation 85	Incident, injury, trauma and illness policies and procedures	2.1.2
Regulation 86	Notification to parents of incident, injury, trauma and illness	2.1.2
Regulation 87	Incident, injury, trauma and illness record	2.1.2
Regulation 88	Infectious diseases	2.1.2
Regulation 89	First aid kits	2.1.2
Regulation 90	Medical conditions policy	2.1.2
Regulation 91	Medical conditions policy to be provided to parents	2.1.2
Regulation 92	Medication record	2.1.2
Regulation 93	Administration of medication	2.1.2
Regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency	2.1.2
Regulation 95	Procedure for administration of medication	2.1.2
Regulation 96	Self-administration of medication	2.1.2
Regulation 97	Emergency and evacuation procedures	2.2.2
Regulation 98	Telephone or other communication equipment	2.2.2
Regulation 99	Children leaving the education and care premises	2.2.1

Regulation 100	Risk assessment must be conducted before excursion	2.2.1
Regulation 101	Conduct of risk assessment for excursion	2.2.1
Regulation 102	Authorisation for excursions	2.2.1

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

- Staff follow appropriate procedures for administering medication (for example, written authorisation from parents, medication named and stored appropriately, medication documented when administered).
- Staff appropriately document children with medical conditions, allergies and asthma. Risk assessments/communication plans are completed with families and shared staff members.
- Staff discuss any issues and concerns with parents, both formally (for example, at parent interviews) and informally (via discussions with parents after sessions, via email).
- Staff encourage and role model good hygiene routines (e.g., encouraging children to sneeze or cough into sleeve/, washing hands before eating, using tissues etc).
- Staff notify all parents of communicable illnesses, via notices on the front door and at sign in areas and email families.
- All staff have the appropriate first aid qualifications and first aid kits are checked monthly and up to date.
- All staff have appropriate asthma and anaphylaxis qualifications.
- All staff have completed online child protection training.
- Every child's immunisation record is up to date.
- Staff encourage healthy eating, (including discussions about 'sometimes' food and 'always' food).
- Service is working through the Healthy Achievement Program.
- Service is working with the Smilies for Miles program.
- Service has a strong focus on children's sense of agency and have embedded bathroom and sustainable monitors into the programs.
- Staff encourage physical activity (for example, via outdoor activities) and discuss exercise and health.
- Children are adequately supervised (via appropriate child educator ratios). Parents must advise who can drop off and collect children, as outlined in the *Delivery and collection of children policy*; enrolment forms include an authorisation section.
- Children cannot enter the kitchen area.
- There is soft fall around all climbing equipment.
- Staff conduct daily/weekly/monthly safety checks at kinder and bush kinder.
- We are a Sunsmart service and use the sunsmart app to monitor uv.
- Risk assessments are conducted before bush kinder.
- Staff practice emergency evacuations each term. Staff are involved in school emergency evacuations.

- Staff members have focused on PD around changes to Child Protection and share this with peers.

August 2021

- The Kindergarten have been flexible (especially with Covid-19, staff offered rest times outside as have been advised to be outdoors as much as possible)
- Offering bedding if children need to rest ensuring comfort
- Well ventilated areas
- Yoga and mindfulness activities are conducted at rest time
- Listen to Indigenous stories during rest time (Little Yarns podcast), to embed Indigenous perspectives into the program
- To support and promote children wellbeing, staff have conversations with families to point them in the direction of specialists (where a need has been identified)
- Offer comfort - but first asking for consent to give a hug
- Intentional teaching around recognising the cues when our bodies are tired
- Effectively following DET guidelines for Covid-19, especially for cleaning and social distancing for families/carers
- Staff send families updated policies related to health and wellbeing
- Staff send emails to families regarding illness, especially in relation to Covid-19
- During remote learning, wellbeing packs are sent to Children
- Staff have conversations with families and carers about illness and well being at pickup time
- Conversations and books about germs and illness
- Honest, age appropriate conversations between staff and children about Covid-19, reassurance provided where required
- Children are continually reminded that a teacher needs to be present when they go outside
- Staff teach children about boundaries
- Staff position themselves to adequately supervise children
- Scenarios are implemented at each emergency drill
- Staff complete annual child protection training
- Staff are aware of agencies to assist families in need and respond as required
- Staff implement preventive strategies to assist families where required
- Intentional teaching strategies around consent and wellbeing are communicated to families via Kindyhub

Standard/element 2.1.1	Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	
	Identified issue	The Kindergarten is situated on a very busy road, and while there is a gate, there have been instances of children passing through the gate unsupervised and onto the road after they have been picked up by their parents. Some children are able to open the gate, even though it complies with safety regulations. Educators bolt gate from the inside each day after children have arrived. Gate code is changed annually. We are educating parents around the safety of the gates when entering and leaving.
Standard/element 2.2.1	Supervision	
	Identified issue	It is unsafe to leave the Kindergarten due to being on a busy road. Teachers will stand at entrance door and supervise children leaving the service. Teachers will monitor the gate as it is within their vision at the front entrance. Term 3 2019

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
2.1.1	Children's rest/relaxation time	To purchase smaller mats.	M	Find the right product.		Start 2019	Staff now use small black mats and bigger mats if necessary,
2.2.1	Safety of children and families	Operate a new gate from the school courtyard within school grounds.	H	Currently applying for grants. Have architectural drawings. Have formed a working group to communicate with RPS and gather quotes for the job.	Alternative gate installed.	Mid 2021	The kinder has received a grant from the DET. Currently working with Space Designs to build new assessment entrance. 2021 compete Works to commence December 2020. May '21 - accessibility issues regarding gate and problematic keypad still to be resolved.
2.2.1	Protection - Safety of children and families	Supervise children leaving the Kinder safely.	H	Teachers will stand at the front gate and supervise children coming in and out of the Kindy.		Term 3	Ongoing

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.

National Law and National Regulations underpinning Quality Area 3

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 3 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2
Regulation 104	Fencing	3.1.1
Regulation 105	Furniture, materials and equipment	3.2.2
Regulation 106	Laundry and hygiene facilities	3.1.1
Regulation 107	Space requirements—indoor	3.1.1
Regulation 108	Space requirements—outdoor	3.1.1
Regulation 109	Toilet and hygiene facilities	3.1.1
Regulation 110	Ventilation and natural light	3.1.1
Regulation 111	Administrative space	3.1.1



Regulation 112	Nappy change facilities	3.1.1
Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1
National Law and National Regulations		Associated element
Regulation 115	Premises designed to facilitate supervision	3.1.1
Regulation 116	Assessments of family day care residences and approved family day care venues	3.1.1
Regulation 117	Glass (additional requirement for family day care)	3.1.1
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths

- There are separate spaces for individual and group play.
- Children use school grounds for larger running and ball games.
- The outdoor area includes natural features such as trees and plants for shade.
- There is a compost bin and a vegetable patch.
- Staff conduct daily safety checks.
- The indoor/outdoor areas are flexible; staff change the furniture in both play spaces regularly to provide interest and extend activities.
- The kindergarten is very well resourced.
- The program includes intentional teaching about environmental issues and sustainability:
 - children are involved in recycling — recycling paper and using recycled items for craft. Children/families are encouraged to bring in recyclable materials to the program. Recyclable stations for various materials that families can bring in and staff member send off.
 - Glen Eira Sustainability Officer attends the Kindergarten regularly and speaks with the children and staff
 - Staff belong to the Glen Eira Sustainability Educators Network
 - children experience the positive effects of composting by using compost bins after snack and meal times. Children are involved in the cycle in our gardens.
 - children care for native birds by filling the bird bath and feeder
 - children plant and care for seedlings and plants
 - The Kindergarten has a Bush Kinder program. Strong focus on engaging in outdoor play and caring for our environments.
 - Kinder is moving away from purchasing resource that aren't from recycled elements.
 - Kinder uses recycled water from water tank (when full).
 - Natural outdoor play spaces for children.
 - Cleaning product are environmentally friendly.
 - Print both sides of paper in office. Limit printing when necessary.
 - Energy efficient practices in the centre amongst staff members. Lights, air con/heating.

Improvements sought for QA3



Standard/element 3.1.1	Outdoor and indoor spaces, building, fixtures and fittings are suitable for their purpose including support the access of every child.
Identified issue	The sign in area at the front is not suitable in wet weather. The kindergarten would like to install a pergola, to make this space more usable in all weather.
Standard/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.
Identified issue	We adapt the environment to accommodate children with special needs (such as children in wheelchairs). However, we would like to improve the accessibility of the premises for all people. In 2015, we had a parent in a wheelchair who found it difficult to enter and exit the premises.
Standard/element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.
Identified issue	The committee would like to update the bathrooms, to include dual flush toilets and push taps, to reduce water wastage. While we strongly encourage the children to be responsible for the environment, recycling bins are not adequate in the staff room and kitchen and lights and heating are potentially left on when no one is occupying a 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
3.1.1	An outdoor space that is fit for all weather conditions.	Erect a pergola at the front of the building.	L	Apply through grants		2022	The kinder received a DET grant in late 2019. The kinder has engaged w Space Design to have an inclusive entrance within the school away from the street. Works to begin December 2020 and be completed in 2021. A shelter space will be built so that families are sheltered and protected at pick up and drop off. Confirmation received that the material meets the UV specification. Final defects currently being completed.
3.2.1	Universal access for all community members.	Work with Ripponlea Primary school, who own the building, to redevelop the entrance and gate to create a safer entry/exit point. Apply for grants.	H	Grants		Mid 2021	The kinder received a DET grant in late 2019. The kinder has engaged w Space Design to have an inclusive entrance within the school away from the street. Works to begin December 2020 and be completed in 2021.
3.2.3	Updating bathroom	New toilets, new taps, splash back and ventilation	H	Kinder received a grant.		End of term 3 2018 COMPLETED	Have a plumber to do works and grant money approved. Bathroom renovation has been completed.
3.2.3	Inadequate recycling facilities in staff room and kitchen and electricity wastage	Better recycling options and promotion of awareness of energy conservation	M	Use Cool Australia's environmental audit to conduct audit of centre	Less waste in bin. Cheaper electricity bills	Ongoing.	To be further developed. Families are encourage to use recycled container instead of single use wrappers. Rubbish is sent home



								and various snack/lunch box recyclables and put into various recycling bins.
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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		
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		
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.

National Law and National Regulations underpinning Quality Area 4

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 4 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1
Section 161	Offence to operate education and care service without nominated supervisor.	4.1.1
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	4.1.1
Section 162	Offence to operate education and care service unless responsible person is present	4.1.1
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	4.1.1
Section 164	Offence relating to assistance to family day care educators	4.1.1
Section 164A	Offence relating to the education and care of children by family day care service	4.1.1
Section 169	Offence relating to staffing arrangements	4.1.1
Section 269	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 117A	Placing a person in day-to-day charge	4.1.1
Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1

Regulation 118	Educational leader	4.1.1
National Law and National Regulations		Associated element
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1
Regulation 136	First aid qualifications	4.1.1



Regulation 143A	Minimum requirements for a family day care educator	4.1.1
National Law and National Regulations		Associated element
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 153	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 154	Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths

- The educators are a very cohesive group and examples of teamwork and support are not only integral but demonstrated on a daily basis.
- Exceptionally experienced and qualified staff. Long standing staff members.
- All educators are first aid trained, including anaphylaxis management and emergency asthma management training and have Child Protection Training.
- Staff time is rostered in accordance with VECTEA 2016 and hence all educators have the appropriate split of contact hours and non-contact hours for programming, some have above hours for planning/administrative purposes and meeting with parents.
- Educators meet monthly to share information and to reflect on current practice.
- Educators keep abreast of current issues in early childhood learning by reading, by sharing information with other services and by engaging in professional development.
- Pool of regular relief staff for continuity for children and families.
- Teachers have a 30 minute cross over when they team teach.
- We are an equal opportunity employer and encourage people with disabilities, Aboriginal/Torres Strait Islanders, and people with Culturally diverse backgrounds are encouraged to apply for position at the kinder. This is reflected in job ads when positions become available.
- Staff appraisal every 6 months
- Staff members attend and support Committee members and meetings.
- Staff have a mixture of outside talents that are utilized and valued in the program. Eg. Gardening and art.
- Staff attend a mixture of PD over the year. Educational leader guides and support this in relevance to each member's needs.
- All staff members currently employed have above Cert 3 qualifications.
- Staff members work together to promote centre/community projects. Eg weaving project, oral waste recycling, pj awareness day for foster children, Yarn Bombing, Daniel Morcombe Foundation, natural threading project, bottle top recycling project, milk container igloo and knitting project.

Key improvements sought for Quality Area 4

Standard/element 4.2.2	Professional standards
	Identified issue To be more inclusive and ethical

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
4.2.2	To be more ethical	Supporting Charities	M	Ask families about what charities they want to support each year.		Ongoing.	The kinder support the Asylum Seeker resource centre during the year. We also support the Daniel Morcombe Foundation. Also support the St Kilda Mums organisation.
4.2.2	To be more ethical	Inform families about their Rights.	M	Hand out the Declarations of the rights of the child to families each year.		ongoing	
4.2.2	To be more ethical	Inform children about their Rights	M	Books/puzzles on the rights of the child to be collected and add to resources.		ongoing	
4.2.2	To be more inclusive	Formalise our inclusions policies	M	Look at our Staff Policy and makes some changes that include inclusion.		December 2021	

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.

National Law and National Regulations underpinning Quality Area 5

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 5 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 166	Offence to use inappropriate discipline	5.1.1, 5.1.2, 5.2.2
Regulation 155	Interactions with children	5.1.1, 5.1.2, 5.2.2
Regulation 156	Relationships in groups	5.2.2

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths

- Educators create and encourage an atmosphere and community that is relaxed, happy, positive and supportive.
- Educators and children engage in high quality interactions and experiences.
- Educators develop a strong sense of belonging with the children within the kinder community.
- Educators respond positively and appropriately to children's needs, interests, requests, questions and responses to guide play, interactions and learning/development.
- There are both planned and spontaneous experiences, and routines/transitions in each session are guided by both children and educators
- Educators support, listen, engage and respect the children as they develop and maintain strong relationships with each child.
- Educators use progressive meals/lunch as an opportunity to sit and talk with children while eating and role modelling appropriate practices.
- Educators observe and collaborate with children to decide what learning experiences to provide, ensuring children have a voice.
- Educators promote a sense of community within the service.
- Educators support children's social and emotional development, such as initiating interactions, joining in play scenarios, recognising their own and other's emotions; learning how to manage their emotions and how to play with other children.
- Educators help children to recognise feelings in themselves and others, to listen to other's points of view and ideas, problem solve collaboratively.
- Educators acknowledge how children feel and reassure them positive and negative emotions are normal.
- Educators work with children to resolve conflicts and help them to develop the skills needed to resolve conflicts with others.
- Educators use positive language, facial expressions and tones when redirecting or discussing behaviour with children.
- Educators work with families to guide children's behaviour and support their learning and development eg. Summative assessments mid year and transition reports.
- Educators use outside services to support children and their families.
- Educators use a consistent approach to help manage and regulate children's behaviour to support conflict/resolution.
- Educator support collaborative learning amongst peers.



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
5.1.2	The rights of the child are discussed on a regular basis and this is embedded into the services	Conversation during staff meetings around the dignity and rights of the child at the service.	H	Monthly staff meetings.	Critical reflective conversations/adding changes into the program.	Ongoing.	

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.

National Law and National Regulations underpinning Quality Area 6

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 6 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 175	Offence relating to requirement to keep enrolment and other documents	6.1.3, 6.2.1
Regulation 157	Access for parents	6.1.1

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths

- Well organised committee and staff — Educators of the kindergarten greet everyone every day; information evenings and orientation sessions for children and parents before kinder starts; Family orientation day the year before children start, Interview/orientation days at start of year, annual survey for feedback and analysis; educators or committee members always available for questions; subcommittees formed for any and all concerns or complaints; twice quarterly committee meetings to stay on top of issues; permanent and paid support staff.
- Family run kindergarten and all families invited to be involved and contribute in all decision-making processes — Parents encouraged to join the Committee, participate in the classroom (parent helper), participate in working bees; share different cultures or foods and special friends/Harmony days.
- Strong vehicles of communication — Welcome packs, quarterly newsletters, detailed website, parent app (Kinder Hub), family updated emails, notice boards and accessible educators and Committee members; medication and accident reporting books at sign in/out book; detailed policy and procedure book for all parents.
- Small library of books available for parents to borrow
- Strong ties to the local community — The staff are establishing relationships with other local schools (such as Caulfield Grammar and Ripponlea Primary), the fundraising committee is also establishing relationships to hold events such as fun runs, trivia night, replay festival, welcoming picnic/end of year celebrations. Strong relationship with the volunteers at Ripponlea Estate (bush kinder)
- Strong links are maintained with preschool field officers, early intervention services, other local kindergartens and local primary schools.
- Welcome environment — Environment welcomes and includes all children and their families; class representatives encourage relationship building; working bees improve the physical environment and encourage parents to socialise; strong fundraising efforts to finance extra projects and build a sense of community.
- Safety of children is paramount — signed release forms for onsite/offsite.
- Inclusive environment for children with special needs, religious beliefs and languages — multiple languages/cultures in each group.

**Standard/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.

- Identified issue** The Kindergarten has limited space to display information about community services. When we place brochures outside they often get blown away in the wind. There is also limited wall space on which to pin up information. The space is scattered around so it is hard to create a dedicated hub for parent resources.
- Identified issue** Due to limitations of undercover, outdoor space a more suitable and up-to-date way to communicate with families needs to be created.
- Identified issue** Due to COVID restrictions, a virtual tour was filmed and uploaded to our website.
- Identified issue** Due to COVID and Sustainability – all enrolment forms have been uploaded digitally.

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
6.1.3	Difficulty in finding space to display information about relevant community services and resources to support parenting and family wellbeing. Things get blown away outside.	Space to display this information	M	When the pergola is built we hope to have more space	Space to display information	2022	Works to commence December 2020. Pergola has been built and final defects being addressed.
6.1.3	Finding an alternative, more up-to-date way of communicating with	Develop a Parent App	H	Research and test new Parent App.	Develop an online tool for parents to view photos and	Term 2 2019	Introduced in term 2 2019.

	parents about their children				daily activities about their child		Kindyhub app implemented. Follow up usage and seek parent feedback through 2021 survey.
6.1.3	COVID access restrictions for 2021 enrolments.	Virtual tour created and uploaded on our Website	H	Putting a slideshow together of photos from the past.	Short video to be viewed by prospective parents and the community, to boost potential enrolments for 2021.	Term 4	Completed and uploaded T4.
6.1.3	Due to COVID and Sustainability reasons all Enrolment forms are now online	Enrolment forms online to be completed before the enrolment process in T4	H	Upload all forms onto Google docs	All enrolment forms are now on Google Docs for easy application, transition, and to save on costs	Term 4	Completed

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.

National Law and National Regulations underpinning Quality Area 7

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 7 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3
Section 56	Notice of addition of nominated supervisor	7.1.2
Section 56A	Notice of change of a nominated supervisor's name or contact details	7.1.2
Section 161	Offence to operate education and care service without nominated supervisor	7.1.2
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	7.1.2
Section 162	Offence to operate education and care service unless responsible person is present	7.1.2
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	7.1.2
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	7.1.2, 7.1.3
Section 164	Offence relating to assistance to family day care educators	7.1.2
Section 164A	Offence relating to the education and care of children by family day care service	7.1.2, 7.1.3
Section 165	Offence to inadequately supervise children	7.1.2

Section 166	Offence to use inappropriate discipline	7.1.2
National Law and National Regulations		Associated element
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2

Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1
National Law and National Regulations		Associated element
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children's attendance record to be kept by approved provider	7.1.2
Regulation 159	Children's attendance record to be kept by family day care educator	7.1.2
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2

Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2
National Law and National Regulations		Associated element
Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2

Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2
National Law and National Regulations		Associated element
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – staff members	7.1.2
Regulation 358 Victoria	Working with children check to be read	7.1.2
Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2

Quality Improvement Plan for Quality Area 7

Summary of Strengths

Strengths

- We have a Nominated Supervisor/Education Leader who manages the staff and leads the curriculum.
- Kinder employs a bookkeeper and cleaner.
- There is a strong Committee, comprising parents whose children attend the kindergarten. Committee members attend ELLA training sessions and are port Supported by ELLA's services.
- The Kindergarten employs an administrative officer, who helps the committee and the Director managing the kindergarten. This helps provide continuity for staff when committee members turnover.
- There is a formal induction process for all staff, including relief staff. The induction folder includes information on the kindergarten's philosophy, National Quality Standards, code of ethics, position descriptions, and professional standards.
- There is continuity of staff, because staff turnover is low.
- The Education Leader develops a curriculum based on the Victorian Early Years Learning and Development Curriculum and in conjunction with other staff. Tf Curriculum/learning intentions are updated when the cycle is complete
- All educators have a performance review with the Director/VP Staffing to discuss areas for development. Staff use this to choose courses or Educational Leader guides professional development.
- Records (enrolment, medication administration, incidents) are appropriately filed and stored.
- There are appropriate procedures for requests for resources, leave and professional development, and for recruiting new staff.
- The committee and staff use Goggle Doc instead of usb's to store information.
- There are detailed policies on our website and policies are updated regularly.

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

Amendment Register

New Version	Previous Version	Overview of changes
May 2021	September 2020	General housekeeping updates; *operating hours *additional info p2 *people responsible for QIP *amendment register added * Updated progress notes on goals 1.1.1, 2.2.1 and 3.1.1
August 2021 (WIP)	May 2021	*2.1.1 Removed identified OHS issue with mats for rest time. Issues have been addressed and solution satisfactory. * Reviewed and updated strengths Quality Area 2, Standard 2.1.1 (dot points 23-30 added) * Reviewed and updated strengths Quality Area 2, Standard 2.1.2 (dot points 31-37 added) * Reviewed and updated strengths Quality Area 2, Standard 2.2.1 (dot points 38-40 added) * Reviewed and updated strengths Quality Area 2, Standard 2.2.2 (dot point 41 added) * Opportunities identified for standard 2.1.1, 2.1.3, 2.2.1, 2.2.2, 2.2.3