

# Quality Improvement Plan - Kororoit Creek Kindergarten

Revised National Quality Standard  
commencing 1 February 2018



Australian Children's  
Education & Care  
Quality Authority

## Service details

Service name		Service approval number	
Kororoit Creek Kindergarten and Primary School		SE-00005842 PR-00002963  Licence ID: 13130	
Primary contacts at service			
Bethany Saunders, Principal and Approved Provider  Blayne Wallis, Assistant Principal and Educational Leader  Havovi Antia, Nominated Supervisor			
Physical location of service		Physical location contact details	
Street	130 Tenterfield Drive	Telephone	03 8358 0600
Suburb	Burnside Heights	Mobile	N/A
State/territory	Victoria	Fax	03 8358 0699
Postcode	3023	Email	kororoit.creek.ps@edumail.vic.gov.au
Approved Provider		Nominated Supervisor	
Primary contact	Bethany Saunders	Name	Havovi Antia
Telephone	03 8358 0600	Telephone	03 8358 0600
Mobile	N/A	Mobile	N/A
Fax	03 8358 0699	Fax	03 8358 0699
Email	saunders.bethany.j@edumail.vic.gov.au	Email	antia.havovi.h@edumail.vic.gov.au
Postal address (if different to physical location of service)			
Street	130 Tenterfield Drive	State/territory	Victoria
Suburb	Burnside Heights	Postcode	3023

## 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	8.30	9.30		
Closing time	16.00	16.00	16.00	16.00	12.30		

Kororoit Creek  
KINDERGARTEN

## 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.

Our service is part of a Melton City Council Community Hub, linking the Maternal and Child Health Nurse, Kindergarten and Primary School. The entrance is along Tenterfield Drive, and should not be confused with the YMCA kindergarten located around the corner on Millport Drive.

Our school holidays are equivalent to Victorian School Holiday dates. Following consultation with our community, we do not have pupil-free days in the kindergarten.

There is street and off-street parking in front of the kindergarten building for approximately 60 cars as well as car parking in the community pavilion across the road which can accommodate up to 100 cars and is within easy walking distance of the facility. These areas can become quite congested between 08:15 and 09:00 and between 15:00 and 16:00. There are two supervised crossings within walking distance of the kindergarten.

Teacher/Educational Leader planning meetings occur on each week for an hour. Weekly staff briefings occur before our Wednesday Kinder groups begin their day. These meetings involve our Assistants, Kinder Teachers and Assistant Principal.

How are the children grouped at your service?

We have three Kindergarten rooms, which operate simultaneously. Each room runs a Monday/Wednesday 4-year-old group and a Tuesday/Thursday 4-year-old group. 3-year-old groups operate out of each room on Friday. We currently have 198 children enrolled in the 4-year-old program and 51 children in the 3-year-old program. We currently have a maximum number of children in each 4-year-old group set at 33. Our 3-year-old groups hold a maximum of 17 children and we have a waiting list of approximately 72 children for this program.

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

Assistant Principal and Educational Leader: Blayne Wallis

Nominated Supervisor: Havovi Antia

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: Not applicable

## Service statement of philosophy

Please insert your service's statement of philosophy here.

### **Kindergarten and School Mission Statement:**

Kororoit Creek Primary School and Kindergarten facilitates the development of compassionate, autonomous and self-motivated learners who are highly literate and equipped to critically challenge, reflect on and appraise the world in which they live.

We will provide a high-quality, comprehensive, meaningful education for all members of our learning community to prepare them to live in, and contribute to, the immediate and broader community.

### **Kindergarten Philosophy:**

A place for you to wonder, to question, to play and to learn. Here you are safe and can be yourself amongst friends.

Know that you will find spaces – inside and out – that are warm, wondrous and exciting. The teachers will challenge you and support you to participate and have fun. They will listen to your ideas and take them seriously, then carefully think about how to help you take them further. Here, you will begin to take your place in a global community, preparing for school, learning skills for life, making sense of the world. We will explore with you the wonders of the natural world, planting the seeds for a sustainable future.

We welcome your family and invite them to share with us your culture, language, knowledge and interests. Remember, we are all on this learning journey together, and will support you every step of the way.

## Quality Improvement Plan for Quality Area 1

### Summary of strengths for Quality Area 1

#### Strengths

1.1.1 Our kindergarten promotes clear, achievable outcomes for all children related to the VEYLDF and Primary Years Programme framework. The VEYLDF outcomes are carefully unpacked each term, aligned to our yearly Units of Inquiry and explicitly incorporated in to each fortnightly planner. Child focussed, developmental literacy continuums of learning are used to support teacher knowledge and children's learning and development. We provide a rich play-based program, with learning experiences, connections, provocations and inquiries that are carefully designed to actively promote inquisitive explorations and imagination with both purposeful and incidental links to, literacy, numeracy, science and social studies. Each room provides plentiful environmental print, designed to encourage children to recall, reflect and share with their peers, teachers and families. A library of books containing both English and Mother Tongue languages are provided to honour and encourage our diverse child population and their families. We explicitly encourage parent involvement in reading, both in English and home languages.

1.1.2 Our program incorporates each child's current knowledge, ideas, culture, abilities and interests through open-ended inquiry-based learning. Surveys are collected at orientation to collect information about each child's family, culture and community. This information is used to inform the program in planning and future provocations. Whilst our unit of inquiry provides the context for planning and establishing the learning environment and intentional teaching, planning is flexible and moves forward by embarking in child-led inquiries. Each unit incorporates a pre-assessment to establish the children's' knowledge and interests, which is used to inform planning during our collaborative planning block. Assistants actively contribute understandings about children's diversity to the planning process and take regular observations of the children.

1.1.3 Regular routines are established in each room and are consistent across the centre. Routines, such as putting on sunscreen, washing hands upon arrival and before and after each meal are used for intentional teaching. There are extended periods of play each day to allow groups and individuals to pursue their inquiries. Each educator is involved in intentional teaching during this play time, which is evident in the fortnightly planner.

1.1.4 Documentation about each child's program and progress is available to families. Portfolios, which include organic reflections on learning and project work, are collated for each child and are available to families at any time. Families are invited to give feedback and make contributions throughout the year. Parents and families are welcomed into the rooms from 3:15pm to become part of the learning environment, speak with teachers, and share the day with their child. Each term, families are invited to a Celebration of Learning, which demonstrates and celebrates the inquiries that have happened. Children involve parents in learning experiences and share their portfolios. Our Kindergarten Curriculum Wall makes planning documents available to the families. Fortnightly planners, specialist planners and unit planner are all available for parents to peruse.

1.1.5 Every child is supported to participate in the program. Individual Learning Plans are used when appropriate to collate learning goals established by teachers, families and specialists, and are used to inform program planning. Learning styles are consistently considered when planning provocations in the kindergarten. Cultural backgrounds and languages are celebrated and incorporated into everyday program, but also through special events such as Chinese New Year and Harmony Day. All children are encouraged to participate in the program, with the environment being used as an invitation.

1.1.6 Children are given choices and control in their play and inquiries, with educators providing guiding questions, materials and intentional teaching where required. We take a constructivist approach to learning which ensures each child learns at their own level with their learning facilitated by other children or an educator where required.



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1.2.1 Educators are involved in comprehensive collaborative planning, attending weekly team meetings to work through the planning for the week, that is established in the fortnightly collaborative planning session involving the Educational Leader, Nominated Supervisor, and Teachers. Our Unit of Inquiry planners (which cover each term) are underpinned by fortnightly planners that are written for each room. This programming is ongoing, appropriate and inclusive of each child. Educators collect information about each child's interests to inform the planning process, with contributions made by assistants to form the best educational program for each child.

1.2.2 Intentional teaching is used by educators to extend children's learning. Whilst incidental opportunities are taken by educators. Intentional Teaching is also incorporated into the planner to ensure all staff are clear about what 'lens' they might view children's learning. Rich provocations are provided to promote thinking and learning in particular areas, with key questions used to support teacher/child discussions. Literacy and numeracy is incorporated into these provocations.

1.2.3 There is a culture of professional inquiry for all staff at the kindergarten. Fortnightly collaborative planning meetings and weekly centre briefing/assistant professional learning meetings are used to challenge each staff member in their thinking and learning. Theories, philosophy and practice are explored to constantly improve and reflect. These platforms are used as a tool for learning both in and out of the classroom. Children reflect on their learning throughout the day in the class floor-books. Teachers reflect on Units of Inquiry in their unit reflections at the end of the term. Teachers make time to reflect on the day with assistants, collecting information and documentation to inform program planning.



## Key improvements sought for Quality Area 1 - Educational Program & Practice

### Improvement Plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority L/M/H	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Element 1.1.3	Sporadic exposure and reference to VEYLF with all educators in our centre. A need to upskill staff, focus planning and scaffold all interactions with children	We will extend the use of the VEYLDF outcomes in line with the Primary Years Programme Units of Inquiry, including improved VEYLDF's visibility to our Assistants & parent community.	H	<ul style="list-style-type: none"> <li>- increase in VEYLF language through Performance &amp; Development Planning documents</li> <li>- Professional learning experiences (internal &amp; external)</li> <li>- Weekly room share with references to VEYLF</li> <li>- Shared planners or co-constructed planning between teachers and assistants</li> <li>- Increase exposure, vocabulary and use of an inquiry cycle to support and guide units of inquiry</li> <li>- Visible planning documents &amp; VEYLF displays</li> <li>- Continued promotion in the newsletter and blog</li> </ul>	<ul style="list-style-type: none"> <li>- Professional conversations as part of weekly briefing, external PL opportunities and interactions between teachers &amp; assistants as part of room preparation/debrief</li> <li>- Documented evidence within PDP goals/strategies. Conversation evidence as part of beginning, mid and end cycle.</li> <li>- Reference to Kath Murdoch's inquiry cycle as part of planning experiences, documentation, assessment &amp; Celebrations of Learning</li> <li>- Updated VEYLF display for parents in the foyer</li> </ul>	<p>First semester/ongoing</p> <p>At given points during cycle</p>	<ul style="list-style-type: none"> <li>- Timetabled share sessions on Wednesday mornings (minuted)</li> <li>- References documented in unit planning &amp; weekly planning</li> </ul>

<p>1.1.2</p>	<p>Numeracy continuums are minimally accessible and not clearly aligned with Early Learning expectations</p> <p>A need to increase inclusive practices of continuums as an assessment and planning tool</p>	<p>We will revise our use of learning continuums in alignment with VEYLF and Victorian Curriculum to create an accessible, useful and informed document to support student learning.</p>	<p>M</p>	<ul style="list-style-type: none"> <li>- Redevelopment of a new Mathematics Continuum, pertinent to Early Learning focuses</li> <li>- professional learning with teachers, addressing their content, purpose and use</li> <li>- Incorporation of continuums into PYP Unit Planning, summative assessments, student portfolios and learning stories.</li> <li>- Staff to contribute to discussions as to how continuums are used</li> <li>- Learning stories for all children with reference to Literacy Continuums, VEYLF &amp; NQF</li> <li>- Inclusion in Maths related tasks as part of staff sharing experiences</li> </ul>	<ul style="list-style-type: none"> <li>- Professional conversations as part of weekly planning, debriefs and briefings</li> <li>- Directed inclusion of continuum use evident in Performance &amp; Development Planning (teachers &amp; assistants)</li> <li>- Evidence in individual portfolios of reference to continuum outcomes</li> <li>- Evidence based discussions as part of weekly Friday planning</li> <li>- Directed external professional learning for all staff, scheduled according to role and responsibilities</li> <li>- Use of continuums by assistants as part of learning stories, PDP and planning documents</li> </ul>	<p>Term 2 onwards</p> <p>Plans developed by end of Term 1</p> <p>Visible in Term 2</p>	<ul style="list-style-type: none"> <li>- Planning meeting with school curriculum leader (Sarah) 22.2.18 (Maths)</li> <li>- Planning meeting discussion to introduce A-D scope &amp; sequence from Victorian Curriculum document</li> </ul>
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## Quality Improvement Plan for Quality Area 2 - Children's Health & Safety

### Summary of strengths for Quality Area 2

#### Strengths

2.1.1 Our service consistently supports each child's health needs, communicating with families on a regular basis to ensure that the individual needs of all of our children are closely monitored and adapted over time as necessary. We have clear processes in place to administer medications, including filling out forms, checking medication dates and names with colleagues, informing parents about the medication administered, and filing this information for future reference. Confidentiality in relation to each family and child is maintained at all times.

2.1.2 All children are provided with opportunities to rest and relax. This has been achieved through planning and implementing a dedicated rest time during the day, where children are able to engage in rest or a range of quiet play activities, which often includes experiences based upon mindfulness. Children also have the opportunity to opt for rest and relaxation throughout the days based on their individual needs. All staff support children to make decisions about their restful experiences. Comfortable spaces are provided in each room for children to seek out a space which is quiet, relaxing and peaceful.

2.1.3 Hygiene practices are actively and consistently promoted by staff. They are embedded into the program through displays, posters, group time and spontaneous intentional teaching at the point of need. Written procedures have been put in place and revised to maintain a regime of washing toys and equipment.

2.1.4 Preventative steps are taken to control the spread of diseases, such as hygienic consumption of food and drink, observation and response to signs of illness, recording and sharing information with families, and advising families of infectious illnesses if they occur or are present at the service. Immunisation records are kept onsite and are checked upon each child's enrolment in order to meet the new 'No Jab, No Play' regulatory requirements. First Aid trained staff are on site at all times, and well-stocked First Aid kits are readily available in all rooms.

2.2.1 Healthy eating is consistently and actively promoted by all educators through intentional teaching, modelling and incidental conversations. Information is provided in the parent library about healthy lunch/snack ideas. Children are encouraged to verbalise if they require food other than at routine meal times.

2.2.2 All children are provided frequent opportunities to engage in outdoor play as a part of our indoor/outdoor program. They are involved in helping staff to plan and set up for outdoor and physical play activities, including access to, choice about the resources utilised. Physical activity is explicitly planned for in the fortnightly program and is included as part of the Physical Education specialist program.

2.3.1 Educators are attuned to the needs of all children and adjust their levels of supervision depending on the area / dynamics / size of groups requiring supervision. Collaborative planning ensures awareness of all outdoor/indoor learning opportunities throughout the centre creating effective supervision at all times. This is reinforced in the weekly room team meetings at the start of each week. Risk assessments are completed as required for incursion, excursions and special centre-based events, including a review of any possible supervision implications.

2.3.2 Safety checks, sun protection, visitor supervision/sign in and equipment safety are incorporated into clear policies and procedures to ensure all children are protected from potential risks and hazards.

2.3.3 Strategies for managing incidents and emergencies are clear and practiced regularly. Each procedure is reflected on by the collaborative planning team, with practices to improve the strategies and process implemented as a result.

2.3.4 Mandatory Reporting training is incorporated into our induction program and updated annually.

## Key improvements sought for Quality Area 2 - Children's Health & Safety

### Improvement Plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.1	Varying approaches across rooms as to when children relax and how they relax	We will continue to adapt and develop quiet/relaxation areas for children in the indoor and outdoor environment, with a particular focus on ensuring that children's choice is respected and autonomous as to when to rest/sleep and relax	H	<ul style="list-style-type: none"> <li>- Audit of resources to support quiet areas and relaxation</li> <li>- Evaluate existing rest areas and expand/adapt to children's comfort and needs</li> <li>- Information shared with families about opportunities for rest and relaxation</li> <li>- Continued implementation of 'MAT</li> <li>- Mindful Mat Time for Pre-schoolers' from Murdoch University</li> <li>- Adaptation to fortnightly planning template</li> </ul>	<ul style="list-style-type: none"> <li>- Documented and appropriate practice that encourages quiet/rest/relaxation</li> <li>- Planning will show evidence of active and passive experiences</li> <li>- Access to ACECQA resources <a href="https://qed.qld.gov.au/early-childhood/news-publications/sector-reports/sleep">https://qed.qld.gov.au/early-childhood/news-publications/sector-reports/sleep</a></li> <li>- Integrated 'MAT Time' as part of weekly planning and professional conversations.</li> </ul>	<p>Term 2 planning document audit</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>- Wish list compiled by staff in T1</li> <li>- Wish list for relaxation materials</li> </ul>



				<ul style="list-style-type: none"> <li>- Staff reflection on own practice and encouragement of rest/relaxation areas and processes</li> <li>- Purchase materials to support rest and relaxation</li> </ul>		
2.1.3	Staff member has transitioned into the physical education/ specialist role	We will promote healthy eating and physical activity in an appropriate manner through a transdisciplinary approach to our physical education program, considering children's needs and interests		<ul style="list-style-type: none"> <li>- Co-planning sessions with AP and/or specialist sport teacher from primary school</li> <li>- Appropriate support materials purchased to enhance program</li> <li>- Professional reading and inclusion of activity-based experiences as well as gross motor focuses</li> <li>- Tailored professional learning to improve program planning and access</li> </ul>	<ul style="list-style-type: none"> <li>- Professional learning for staff member</li> <li>- Support in planning and reflection is supported by specialist teacher or Leading Teacher planning sessions</li> <li>- Use of external study and resource materials have influenced planning and implementation of physical education</li> <li>- Creation of a vegetable patch with children to promote healthy eating</li> <li>- Planned self-care &amp; healthy eating incursions from Maternal Child Health Nurse</li> <li>- Revision of Sun Smart policy, child-safety policy etc</li> </ul>	Ongoing



					- Scheduled information session for parents around healthy eating and food preparation (dietician)	Term 3	
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## Quality Improvement Plan for Quality Area 3 - Physical Environment

### Summary of strengths for Quality Area 3

#### Strengths

3.1.1 Our kindergarten provides facilities and resources that are suitable and stimulating. Our buildings provide adequate natural light and ventilation. Toileting and hand washing facilities are accessible from indoors and outdoors. Our outdoor play space has been expanded and was designed using the children's ideas and input, and are beginning to grow into themselves (trees, gardens, grass, variety of learning spaces are all becoming established). The centre prioritises the cleaning of play-based equipment, and as such, has established a roster for this to occur. The learning environment is safe and designed to foster a variety of individual/group work.

3.1.2 Our kindergarten partnership with Melton City Council ensures we have clean, safe and well-maintained building and facilities. A clear process for the effective cleaning and maintenance of the building and facilities has been established in conjunction with the council and is documented by our Administration Officer. Safety check and toy cleaning procedures and schedules have been developed and are completed as required.

3.1.3 The centre provides rich and extended opportunities for integrated indoor/outdoor play. By providing an integrated program, each child's participation is promoted, carefully considering their needs, interests and learning styles. Large doors and windows between the spaces ensure continuity and connection between the two spaces, as well as easy access to both.

3.2.1 Our indoor and outdoor play spaces continue to evolve in line with our Units of Inquiry, and high-quality learning experiences with achievable outcomes are carefully planned to engage children in their ongoing interests, with a particular focus on using floor books to document children's project-based work.

3.2.2 All staff are able to choose open-ended equipment and materials and use them in multiple ways in a variety of planned learning experiences. As a result, learning experiences have become more versatile and open ended. Technologies and media are a key part of the program, including carefully planned and purposeful access to 30 iPads and 3 interactive whiteboards. These technologies are used for observing, researching, recording, and presenting. The iPads have been carefully audited, and we now have consistency between the applications provided on each iPad.

3.3.1 / 3.3.2 Children are involved in developing sustainable practices at the kindergarten, for example labelling bins to ensure correct materials are placed into recycling. A dedicated Unit of Inquiry with a focus on sustainability allows for an intensive exploration into environmental education. This ensures that children are actively involved in being environmentally responsible and are supported to extend this involvement into the broader community. Children participate in sustainable gardening practices, and parents have, in the past, participated in outdoor play-area working bees to improve our gardens and help to build up our outdoor play area.

## Key improvements sought for Quality Area 3 - Physical Environment

### Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.2	Staff acknowledge that the outdoor spaces should continue to be improved to consistently invite open-ended interactions, spontaneity, safe risk-taking, exploration and connection to nature.	We will improve the flexible and exploratory outdoor experiences to support students to make meaning through both planned and incidental spaces.	H	<ul style="list-style-type: none"> <li>- Audit of outdoor resources</li> <li>- Appropriate budget spending</li> <li>- Self-evaluation of planned outdoor experiences and provocations provided to children</li> <li>- Professional learning, both internal and external</li> <li>- Parent information sessions &amp; 'Readings of the Week' info sheets</li> <li>- 'Messy Play' - blog bursts for parents</li> <li>- Frequent rearrangement of outdoor experiences and space</li> <li>- Regular agenda-ed discussions around how outdoor space is planned for and the observations that staff are making</li> </ul>	<ul style="list-style-type: none"> <li>- Evident documentation of planned outdoor experiences to encourage exploration, versatility of materials and connection to nature</li> <li>- Use of \$10,000 grant to improve outdoor space</li> <li>- Engagement of architect/builder to plan and carry out works</li> </ul>	<p>Ongoing</p> <p>Beginning Term 2</p> <p>Term 3</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>- Audit of outdoor resources with Educational Leader and Responsible Person</li> <li>- Planned professional learning - Week 5 Term 1 with educators (documented short term and long-term goals/plan)</li> <li>- documented discussion as part of weekly briefing with staff as to potential purchases and planning for outdoor play - Week 6</li> </ul>

3.1.2	The centre is moving towards a more transparent and consistent approach to equipment maintenance, purchasing materials and storage of resources.	We will streamline our processes for equipment maintenance, resource repair and equipment storage	M	<ul style="list-style-type: none"> <li>- transparency in weekly briefings as to maintenance issues, OHS and expected processes</li> <li>- indoor outdoor checklist (daily &amp; fortnightly) discussed at briefing</li> <li>- cleaning schedule and gardening schedule</li> </ul>	<ul style="list-style-type: none"> <li>- minuted discussions in these areas</li> <li>- schedule overseeing of process in daily/ weekly/ monthly equipment maintenance and observations</li> </ul>	Ongoing	Documented review of equipment maintenance as part of weekly briefing Week 4
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## Quality Improvement Plan for Quality Area 4 - Staffing Arrangements

### Summary of strengths for Quality Area 4

#### Strengths

4.1.1 Educator-to-child ratios and qualification requirements are maintained at all times. A high-quality learning environment is supported by providing teachers with collaborative planning time together each week. This also includes a specialist physical education and music program, timetabled to ensure routine and positive transitions. Teachers have clear times before and after the daily program to meet with parents if required. We have qualified educators who ensure meal breaks are covered consistently. All staff in the centre work as a team to ensure that the ratios of supervision are met for our indoor/outdoor program. They are flexible and adaptive and communicate effectively to ensure children have access to all learning areas in the kindergarten. Staff hours allow for set up and pack up before children arrive and after they leave. This ensures that children are adequately supervised and engaged in activities for the duration of their day. All staff are encouraged to attend networking opportunities, such as the Melton City Council Early Learning Network, and these are conveniently scheduled after hours to ensure access for all. A first aid officer is employed to support staff in each room as necessary. Staff records are maintained and secure, including records of qualifications and WWC checks.

4.2.1 Professional standards are embedded in our practice, interactions and relationships. Decision-making and practice related to curriculum (PYP and VEYLDF), the NQS, policies and procedures, planning and purchase of materials all happen in a consultative and collaborative way, through weekly team meetings and staff professional learning. Each staff member has access to all relevant documentation, including personal copies of the updated VEYLDF, policies and procedures and the QIP. Other relevant publications are easily accessible in our staff library, such as the staff handbook, ECA journals, NQF. Our staff 'Trademark' (Cohesive, Dedicated, Professional, Innovative) was developed by staff and is clearly displayed and frequently referred to.

4.2.2 A strong culture of high expectations exists at the kindergarten. Supportive relationships form the basis for working collaboratively. Staff are always keen to share tasks and responsibilities, for example volunteering to complete newsletters for the team, setting up blogs, or establishing displays in the front foyer. Changes in curriculum planning and the environment have been supported through professional reading and research, a scaffolded approach to change and individual conversations where necessary. There is a strong drive to learn more, often based on the needs of the children. This is demonstrated by staff attending many internal and external professional learning opportunities (e.g. Early Years Conference, PYP conferences). Another example was the staff-led decision about the need for a 'Challenging Behaviour' professional development session. Each teacher conducts a weekly room meeting to communicate their program in terms of its planning, the desired collection of documentation and to increase communication between assistants and teachers.

4.2.3 Staff share their learning upon their return after attending professional learning through planning meetings, collaboration and modelled teaching. New staff are supported through the induction process and through coaching and mentoring. Our nominated supervisor has 3 non-group days and is able to work collaboratively with staff who require support in a coaching role. The staff are quick to offer assistance and support members of the staff who are in difficult situations. For example, when a staff member becomes sick, other team members are quick to support them to ensure their room is maintained, planning enacted and assessment and documentation completed on time. Casual and relief educators are supported both in our welcoming approach, and in folders specifically compiled for each group to indicate emergency procedures, medical requirements, planning

documents and other important information. Mentoring processes have been established between all staff members e.g. School Principal Mentoring Educational Leader, who in turn is mentoring the Nominated Supervisor. Mentoring relationships have also been established between the Educational Leader and individual teachers. All staff strengths, knowledge and skills are valued, and opportunities are found for staff to share those skills. For example, assistants with previous experience sharing examples of assessment and documentation they have developed, or examples of sustainable practice.



## Key improvements sought for Quality Area 4 - Staffing Arrangements

### Improvement plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.2	Ill-defined procedure for staff in dealing with accidents and emergencies after they occur in a supportive manner within a professional environment	We will ensure that our effective management of incidents and emergencies are reflected on by the collaborative planning team, and wider staff as a means of debrief or supervision.	H	<ul style="list-style-type: none"> <li>- processes will be revisited by teachers and assistants</li> <li>- policy will be revised to include appropriate support of staff 'post-incident'</li> <li>- input from kinder staff as to OHS/evacuation procedures as a member of KC Community</li> </ul>	<ul style="list-style-type: none"> <li>- policy review detailed in briefing minutes</li> <li>- appropriate changes are made and clearly communicated with all staff</li> <li>- relational trust build between team members</li> </ul>	<p>Term 2 July</p> <p>Mid-term 2 briefing inclusion</p> <p>Term 2</p>	
4.2.2 4.2.1 4.1.1	Incidental collaboration between teachers and assistants in planning unit of inquiry experiences, assessment and performance development process	We will strengthen our intentional collaborative experiences between all educators within a supportive and empowering environment.	M	<ul style="list-style-type: none"> <li>- development of key goals in assistant's PDP documents</li> <li>- planned social occasions for all staff</li> <li>- in-depth professional learning for assistants in use of continuums</li> <li>- scheduled pre-brief and debrief time with assistants to share planning and assessment ideas</li> <li>- scheduled pre-brief and debrief opportunities in</li> </ul>	<ul style="list-style-type: none"> <li>- documented conversations as part of the PDP processes</li> <li>- restorative practices in building the capacity of all centre staff within and across rooms</li> <li>- Staff can work on projects with colleagues, encouraging team work and collaboration.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>- Debrief and planning between Educational Leader and Educational Leader</li> <li>- Beginning, mid and end cycle PDP review sessions</li> </ul>



				<ul style="list-style-type: none"><li>- collaborative review of QIP (briefing process) and development of centre philosophy</li><li>- accessibility to professional learning for staff (individually initiated or supported)</li></ul>	<ul style="list-style-type: none"><li>- Purchase of IWB to support collaborative planning between educators</li></ul>		
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## Quality Improvement Plan for Quality Area 5: Relationships with Children

### Summary of strengths for Quality Area 5

#### Strengths

We work hard to establish respectful and equitable relationships with every child in our centre. All interactions with children are warm and responsive, in all situations. Staff use an appropriate tone of voice at all times, and converse with children in a mature and sensitive way. Every effort is made to maintain eye contact, for example by kneeling down to face the child when conversing. Educators listen to children, and as the year progresses we see the children expressing feelings and ideas more and more confidently. Though we have clear routines, experiences are unhurried and allow children time to talk with each other and with educators. Parent helpers are provided with an education session at the beginning of each year to ensure that they understand how to engage with children in a constructive and positive way, modelling correct use of language, manners and listening skills. Group time is used to allow children to reflect on learning, and present their discoveries, which in turn allows for peer scaffolding. Educators model listening and questioning skills and support the other children to engage in the same way. Where children may have difficulty engaging or communicating in conventional ways, Individual Learning Plans support their inclusion into the program. Educators engage in planned and spontaneous play with the children and observe individual and groups carefully to ensure there is support for children who may require it. Group times and intentional teaching are often responsive to the interactions between children, and include discussions related to developing a sense of belonging. We actively support the maintenance of children's home languages through our Mother Tongue library, Mother Tongue vocabulary development, and parent visitors.

5.2 We uphold the belief that an engaging, collaborative and stimulating program reduces disengaged behaviours. This includes using the documented interests of each child to foster their own individual and unique inquiries, as well as the promotion of agency within the children through the decision-making process they take part in when helping to plan the learning environment, including play resources and materials. Staff always reflect on behaviours presented by children and consider the needs of that child and how they can best cater for them. Educators work with children to unpack our approach to behaviour management: 'Everyone has the right to play/learn' and 'Everyone has the right to be safe.' Discussions stem back to these key ideas, with the identification of what the different versions of events are, and the exploration of feelings/emotions felt from the different perspectives. These discussions ensure that children are able to make informed choices about their behaviours, including the discussion or suggestion of possible strategies. Professional Learning is provided to each staff member to ensure a consistent approach to managing challenging behaviours. Play provides the context for explorations of key attitudes such as cooperation, empathy, respect and appreciation.

## Key improvements sought for Quality Area 5 Relationships with Children

### Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.1 5.1.1 5.2.1 5.2.2	Incidental references in planning and reference to the IB Learner Profile	We will strengthen our commitment to aiding our community in demonstrating the IB Learner Profile (inquirers, knowledgeable, thinkers, communicators, principled, caring, risk-takers, balanced, reflective)	M	<ul style="list-style-type: none"> <li>- embedded reference to the Learner Profile through learning experiences</li> <li>- reporting templates and exemplar examples reference and assess our Learner Profile</li> <li>- documented experiences and parent interviews</li> <li>- IB accredited professional learning experiences undertaken by staff (online and face to face)</li> <li>- promotion of the Learner Profile through displays and information sessions</li> <li>- access of IB resources from MyIB to support planning</li> </ul>	<ul style="list-style-type: none"> <li>- fortnightly participation of all kinder children in school assemblies</li> <li>- promotion of IB Learner Profile through digital communication, foyer displays, and classroom displays</li> <li>- Learning stories for individual children that encompass the Learner Profile</li> <li>- More audible use of Learner Profile language across all rooms</li> <li>- Improved displays within rooms</li> </ul>	<p>Semester Two onwards</p> <p>Semester One</p> <p>Across and within each term, coinciding with each Unit of Inquiry</p> <p>Beginning of Term 2</p>	



<p>5.1.2 5.2.2</p>	<p>Beginning implementation of 'Mindfulness Program' across all 4-year-old kinder groups</p> <p>Future implementation of the 'The Resilience Project' across K-6</p>	<p>We will continue to prioritise our Mindfulness Program to strengthen the learning opportunities, resilience, focus &amp; self-regulation of our children</p>	<p>M</p>	<ul style="list-style-type: none"> <li>- Weekly planning sessions with educators and Assistant Principal</li> <li>- Inclusion in weekly briefing agenda as part of 'room share'</li> <li>- purchasing of appropriate materials to support this program</li> <li>- information sharing with parents as to 'home-tasks' to strengthen student understanding</li> </ul>	<ul style="list-style-type: none"> <li>- documented inclusion in briefing and planning session (in minutes)</li> <li>- visible communication to parents through flyers and foyer displays</li> <li>- liaising with Melbourne University as to the progress of the program</li> </ul>	<p>Ongoing</p> <p>First semester</p> <p>First semester</p>	
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## Quality Improvement Plan for Quality Area 6: Collaborative Partnerships with Families & Communities

### Summary of strengths for Quality Area 6

#### Strengths

6.1.1 Our kindergarten offers an effective enrolment and orientation process, where educators aim to communicate, collaborate and consult with families on the best ways to support their child's induction into the kindergarten environment. Families are able to visit in the year prior to enrolment through tours and open evenings and are invited to attend an information evening about curriculum, routines and transitions in Term 4 each year. A parent handbook is made available to our families as well. Our orientation sessions encourage families to share their values and expectations in relation to their child's learning, as well as particular information about family backgrounds, interests and special needs. This also includes completing a risk minimisation and communication plan (if necessary, due to individual medical needs) in advance of the child attending in the upcoming kindergarten year. All families are supported to effectively settle their child into the kindergarten setting, with some families staying for extended periods and/or developing routines for saying goodbye. Phone calls can be made to families who have concerns about how their child is settling in. The kindergarten has access to interpreter services if required, and incorporates the languages spoken by staff on site into the displayed staff profiles. Families have easy access to policies through the kindergarten website (<http://kororoitcreekps.vic.edu.au/>) in the parent lounge, and on the policy noticeboard, which displays the policies to be reviewed each month and has an area for community feedback.

6.1.2 Families have a range of opportunities to be actively involved at the kindergarten: Parents who undertake the Parent Helpers Program and its associated information session, are welcomed into our rooms to support our children and educators. Parents also have the opportunity to participate in community events such as Mother's/Father's Day celebrations, excursions, parent 'expert' visits, the 'mystery storyteller' program that runs as a way for families to share stories in their Mother Tongue with the children, multicultural celebrations such as Harmony Day, Celebrations of Learning at the end of each term and a QIP Family Feedback forum. We join in with Kororoit Creek Primary School and host an annual Community Picnic on-site to encourage parents and families to meet each other, as well as a further opportunity for families and staff to interact

6.1.3 Current information is provided to families through our room blogs, as well as our Unit of Inquiry newsletter (online and paper format), Parent Information Board, Parent Lounge with access to policies and current literature and curriculum board. The blogs are a recent inclusion, and promote the learning that happens in each room, as well as upcoming events and parent resources that can be advertised. Room is also made for community feedback on both our curriculum and policies display boards. We currently utilise the online application 'Skoolbag to distribute a wide variety of information to our parent community. All of our policies, key parent information and Unit of Inquiry newsletters are also advertised as available on our website: <http://kororoitcreekps.vic.edu.au/>

6.2.1 The expertise of families is highly valued by all educators, with information about each child's backgrounds, experiences, likes and dislikes being collected at orientation and incorporated into the program. We also collect information about the background and profession of our parents at the Parent Information Sessions, as we highly value the experiences that they can contribute to the program as 'experts' during the children's inquiry. We welcome and encourage parent participation in our program, through opportunities such as the Parent Helper Program and the Mystery Storyteller. Parents are promptly informed of incidents with their child, which involves them in the decision-making process about the appropriate course of treatment/action, and provided with opportunities for private discussion where required.

6.2.2 Current information about community services and resources is provided on our community noticeboard, in our parent lounge, and through our partnership with the Melton City Council, in particular the support of the attached MCHN. Where possible, we also use our room blogs to distribute this information electronically to our community.

6.3.1 Our Approved Provider and educators have established a range of links with community and support agencies. All educators contribute their time to ensure that the kindergarten is always represented at the Early Years and Kindergarten/Prep Network Meetings facilitated by the Melton City Council. These meetings have included presentations from DET about current initiatives, as well as providing an opportunity to learn about and utilise local services such as the attached Maternal Child Health Nurse, Preschool Field Officer, Child FIRST, Early Childhood Intervention Services (ECIS), Djerriwarrah Health, and Lentara Uniting Support. Families are referred and supported to make contact with the relevant services, with in depth family support group meetings held when required. The Kindergarten accepts referrals and support from a variety of agencies to support and enhance the learning opportunities of each child.

6.3.2 Our Kindergarten provides exceptional opportunities for the children to experience the Kindergarten to Prep transition. Being part of the school, we provide ongoing opportunities for children to visit the school, including a Term 4 buddy program with existing Prep children, attending School Assemblies, using school facilities such as the gym, library, oval, and the wetlands, and a water safety/induction program conducted by King Swim. In addition, children and families who receive a place at the school undertake a comprehensive Prep Transition program beginning in Term 3. Our teachers work diligently to ensure that a transition statement is completed for each child and make themselves available to discuss these with teachers from a variety of schools. We ensure there are clear procedures for releasing children and formal records or arrivals and departures.

6.3.3 Inclusion for all is expected and access to support is provided by coordinators and educators. Programs provided by professionals from agencies such as Djerrewarrh Health, Lentara Uniting Support (KIS), Noah's Ark, Pinarc etc... inform the program, and educators work with families to ensure the environment and routines are adapted appropriately to facilitate inclusion. Staff continue to attend external Professional Learning sessions to ensure they have the skills and expertise to support individual children, for example those with ASD, Occupational Therapy, and the Abercedian Approach. Individual learning plans are developed to support the inclusion of children with additional needs.

6.3.4 Our program reflects the diversity of the broader community through our Units of Inquiry, through access to bilingual books in all children's languages, through the value placed on differences by educators, and through our connections with other children's services, schools and organisations (Maternal and Child Health Nurse, Melton City Council, Preschool Field Officer, Caroline Springs Library, Kororoit Creek Primary School, Burnside Heights Sports Club, King Swim, connections with other early childhood services in the area)

## Key improvements sought for Quality Area 6: Collaborative Partnerships with Families & Communities

### Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.3.4	It is recognised that the centre can improve and strengthen children's understandings and views of contemporary Australians, including a deeper awareness of Aboriginal and Torres Strait Islander communities, and more diverse connections with members of the local community.	We will seek to improve our centre's understanding of the views of contemporary Australians, including a deeper awareness of Aboriginal and Torres Strait Islander communities as well as strengthening our connection to our local community.	H	<ul style="list-style-type: none"> <li>- Units of Inquiry (How We Express Ourselves) &amp; Sharing the Planet)</li> <li>- Participating in and contributing to Melton Network events and experiences</li> <li>- Inviting local community members to share with our children and educators in alignment with our Learner Profile and Units of Inquiry</li> <li>- Information sessions for our community around technology, tours, newsletters, blogs, displays and guest speakers</li> <li>- participation in 'Readiness for Kinder' &amp; Open Week</li> <li>- Parent News board as part of foyer</li> </ul>	<ul style="list-style-type: none"> <li>- scheduled tours</li> <li>- Kinder Readiness Month 13<sup>th</sup> March</li> <li>- Kindergarten Open Week 22<sup>nd</sup> March</li> <li>- Ongoing as part of Unit of Inquiry</li> <li>- Parent helpers organised</li> <li>- Parents to visit as part of Unit experiences</li> <li>- Celebrations: Harmony Day, Mothers/Father's Day</li> </ul>	<ul style="list-style-type: none"> <li>Semester One</li> <li>Ongoing-each term</li> <li>Ongoing</li> <li>Term 1</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>- teacher participation and presentation as part of parent information 'Kinder Readiness Month'</li> <li>- Educational Leader to attend management meetings with Melton Council</li> <li>- Community Picnic in March</li> <li>- Parent Blog information session - Week 4</li> </ul>



				<ul style="list-style-type: none"> <li>- Alerts and information sent via Skool Bag App</li> <li>- QIP display with feedback opportunities</li> <li>- Feedback 'letterbox' to be displayed and used by parents in our foyer</li> </ul>			
<p>6.1.1</p> <p>6.1.2</p> <p>6.1.3</p> <p>6.2.2</p>	<p>We need to continue building the culture of open-communication and sharing of information</p>	<p>We will further support our families' confidence and opportunities to contribute to our curriculum, policy and philosophy</p>	H	<ul style="list-style-type: none"> <li>- Display of Quality Improvement Plan to seek feedback from parent community</li> <li>- Parent Information Sessions</li> <li>- Open door policy in building positive relationships with parents</li> <li>- Unit Celebrations of Learning in which we seek feedback from the parent community</li> </ul>	<ul style="list-style-type: none"> <li>- Prioritised display of QIP in rooms and centre foyer</li> <li>- Specific questions posed to parents as part of room displays or QIP related?</li> <li>- Blog, transition, readiness, inclusion sessions for our parent community</li> <li>- Positive relationships with parents as part of daily interactions and planned experiences</li> <li>- Templates used to collect and discuss parent feedback</li> </ul>	<p>Term 1 onwards</p> <p>Ongoing</p> <p>Ongoing</p> <p>End of each unit of inquiry</p>	<ul style="list-style-type: none"> <li>- QIP completed in Week 8 Term 1</li> <li>- Foyer display for parent to access QIP and provide feedback</li> <li>- Planned gathering of evidence/feedback from parents - Unit 1</li> </ul>
<p>6.2.1</p> <p>6.2.2</p> <p>6.2.3</p>	<p>Secondary partnerships between primary staff and kinder staff</p>	<p>We will improve the continuity of learning and transitions for each</p>	M	<ul style="list-style-type: none"> <li>- planned transition experiences for all kinder children, entering Foundation at KCPS</li> </ul>	<ul style="list-style-type: none"> <li>- transparent and inclusive partnerships between kinder and school staff</li> <li>- opportunities for kinder staff to contribute to school</li> </ul>	<p>Ongoing</p> <p>Term 4</p>	



	<p>child from Kinder to Foundation.</p> <p>We will increase the collaborative partnerships between school and kinder staff as part of our Kororoit Creek Community</p>	<ul style="list-style-type: none"> <li>- scheduled hand-over of pertinent information</li> <li>- documentation hand-over in relation to continuums, transition statements and external supports for appropriate children</li> <li>- feedback and input from Kinder staff as to Foundation groupings</li> <li>- weekly school visits to access school resources, grounds, documentation and programs</li> </ul>	<p>implementations, events and opportunities</p> <ul style="list-style-type: none"> <li>- Participation in end-of-year hand-over sessions, facilitated by Melton Council</li> <li>- planned meetings between Foundation teachers and educators in Term 3/4</li> </ul>	<p>Term 4</p> <p>Term 3 &amp; 4</p>
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## Quality Improvement Plan for Quality Area 7: Governance & Leadership

### Summary of Strengths

#### Strengths

7.1 We have well-established and appropriate governance arrangements, which ensures the effective management of the service. The School Council, which is made up of representatives from the parent body, staff and Melton City Council, holds provider and service approval. The council meets regularly to engage in management and decision-making processes, related to policy approval, budgeting, staffing and maintenance. There is an induction process for staff, as well as ongoing professional learning to develop understandings of the NQS, Regulations, VEYLDF and the service's statement of philosophy. Role descriptions are provided with staff contracts and are available in the Staff Handbook (revised annually). Staff are supported to feel connected and included by valuing each person's contributions and strength. For example, professional learning includes contributions from staff who have a particular strength or knowledge. Positive feedback is provided, and best practice celebrated through regular learning walks, and team meetings. All staff are invited to School and Kindergarten social events, which provides the opportunity to engage with colleagues in a relaxed setting. Our Educational Leader is suitably qualified as an educator (BECE, M.Ed.) with extensive experience in the Primary Years Program, and curriculum leadership. The Educational Leader provides in-depth support and clear expectations for curriculum planning and delivery related to current best practice in the Early Childhood setting. Parents and adults working at the centre show current Working with Children Checks. Staff are fit and proper and are clear on their responsibilities under child protection legislation.

7.2 Our statement of philosophy has been developed with staff, parents and children and guides the all elements of our program delivery and service to families. Every staff member has a Performance and Development Plan to support performance improvement. Staff are supported to develop goals related to the QIP as well as personal areas for improvement. This plan allows for a formal cycle of review, and also supports informal discussions and feedback from the educational leader and nominated supervisor. These plans inform professional learning activities at a whole staff and group (assistants and teachers) level. Staff are supported to attend internal and external professional learning opportunities on a regular basis. They are encouraged to share their learning with staff on their return, through staff meetings, shared planning and coaching. The Kindergarten has an effective and ongoing self-assessment process in place, reviewing the QIP and setting goals annually. These goals are revisited in planning meetings and guide professional learning, coaching and mentoring, through our blogs, foyer displays, and the purchase of materials.

7.3 We have a designated Administration Officer for the kindergarten who manages administrative tasks and liaises between kindergarten and school administration. All records and information are stored appropriately to maintain confidentiality and ensure availability when required. All prescribed information is displayed upon entry to the kindergarten and is updated as required. Grievances are dealt with promptly, sensitively and effectively either by the Nominated Supervisor, Educational Leader or School Principal as required. Grievances are documented, including meetings with parents and staff members and follow up actions. Policies and Procedures are in place for all Mandatory and Best Practice areas. These are reviewed regularly as per the review schedule and are available to all parents and staff.

## Key improvements sought for Quality Area 7: Governance & Leadership

### Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.2 7.1.3 7.2.1 7.2.2 7.2.3	Subsidiary development of leadership capabilities as part of roles & responsibilities	<p>We will strengthen our effective leadership to promote a positive organisational culture and build a professional learning community</p> <p>Our staff members will work collaboratively to affirm, challenge, support and learn from each other</p>	H	<ul style="list-style-type: none"> <li>- Support Responsible Person in attaining further qualifications</li> <li>- Comprehensive approach to Performance Development Plans</li> <li>- Development of role descriptions to support collaborative partnerships between educators and assistants</li> <li>- Scheduled 'share-sessions' to build the repertoire of all educators and assistants</li> <li>- Celebration of achievements both within and outside our centre</li> </ul>	<ul style="list-style-type: none"> <li>- PEAK Training - QIP professional learning completed by Educational Leader (webinar)</li> <li>- Scheduled beginning, mid and end cycle meetings and documentation as part of PDPs</li> <li>- Professional learning to build leadership capacity of educators</li> <li>- Scheduled professional learning experiences with an expected opportunity to guide staff and share new learning</li> <li>- Coaching and mentoring partnerships throughout each term</li> </ul>	<p>February - May</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Term 2 onwards</p>	<p>- Expression of Interest in Professional Learning opportunities - Term ½</p>