



ROBINA SCOTT KINDERGARTEN
QUALITY IMPROVEMENT PLAN

SERVICE DETAILS

Service name		Service approval number	
Robina Scott Kindergarten Incorporated		Ferguson Street SE-00003933 Date Approved: 1 January 2012 Maximum number of children: 62	
Primary contacts at service			
Katherine Williams, President and Approved Provider Alexandra Pallikaros, Service Leader Laura Pearce, Educational Leader			
Physical location of service		Physical location contact details	
Street	105 Ferguson Street	Phone	9397 6902
Suburb	Williamstown		
State/territory	VIC		
Postcode	3016		
Approved Provider: Katherine Williams		Service Leader: Alexandra Pallikaros	
Mobile	0401 797 064	Mobile	0422 550 993
Email	president@robinascott.com.au	Email	director@robinascott.com.au
Educational Leader: Laura Pearce			
Telephone	0411 141 755		
Email	laura.pearce@robinascott.com.au		

OPERATING HOURS

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Red Group (18 hours)		9:00am to 3:00pm (6 hours)		9:00am to 3:00pm (6 hours)	9:00am to 3:00pm (6 hours)
Blue Group (15 hours)	8:30am to 4:00pm (7.5 hours)		8:30am to 4:00pm (7.5 hours)		
Orange Group (15 hours)	9:30am to 2:30pm (5 hours)		9:30am to 2:30pm (5 hours)		9:30am to 2:30pm (5 hours)
Yellow Group (15 hours)		8:30am to 4:00pm (7.5 hours)		8:30am to 4:00pm (7.5 hours)	

ADDITIONAL INFORMATION ABOUT ROBINA SCOTT KINDERGARTEN

TERM DATES:

- Term 1: 27 January to 6 April
- Term 2: 24 April to 23 June
- Term 3: 10 July to 15 September
- Term 4: 2 October to 20 December

PUBLIC HOLIDAYS AND PUPIL FREE DAYS

- 13 March - Labour Day
- 7 April - Good Friday
- 24 April - Student Free Staff PD Day
- 25 April - ANZAC Day
- 12 June - King's Birthday
- 15 August - Student Free Staff PD Day
- 7 November - Melbourne Cup

PARKING

Parking is limited around the kindergarten, with 6 total spots available to those holding a permit directly outside of the service and other local short term parking spots in the immediate vicinity. Other parking available includes mostly restricted 2 hour spots, however untimed parking is available on Melbourne Road, a short walk from the kindergarten.

GROUPING AT SERVICE

This service is approved to provide education and care to 62 children.

The children are organised into four groups:

Blue Group (15 hours) over two days, 32 children

Red Group (18 hours) over three days, 32 children

Orange Group (15 hours) over three days, 30 children

Yellow Group (15 hours) over two days, 22 children

PERSONS RESPONSIBLE FOR QIP

Alexandra Pallikaros, Service Leader

Laura Pearce, Educational Leader

SERVICE STATEMENT OF PHILOSOPHY

Children

“Our skin is different colours like yellow, brown, black, purple and rainbow.”

We believe each child is an individual who brings their unique story, culture, personality and dispositions for learning to kindergarten. Our educators foster nurturing and respectful relationships with children and provide a safe space for them to explore their strengths, interests, needs and abilities. Our educators encourage all children to understand their rights and participate in decisions that affect them. At Robina Scott Kindergarten we promote a lifelong love of learning by acknowledging every child as a capable and competent learner, whose voice is valued and celebrated.

Families

“At our kinder, we are one big family and we are all connected.”

We believe that a child’s family is their first teacher and as educators we work alongside families to support and understand each child’s learning and development. Our educators build relationships with each child’s family based on a foundation of mutual respect, warmth and care. At Robina Scott Kindergarten we work in collaboration with our families and our local community to provide every child with the ability to reach their potential.

Learning Environment

“I love the swing and the fairy garden.”

We believe the kindergarten environment plays a critical role in the education of children. Play based and interactive experiences that value children’s input provide opportunities for children to engage and learn in meaningful ways. Robina Scott Kindergarten provides educational environments that are inclusive to children of all abilities, cultures and stages of development.

Nurturing the Land and our Community

"I water plants. I don't put gases into the environment and I do crafting using recyclables."

We acknowledge the traditional owners of the land on which we live and play. We are committed to embedding Aboriginal and Torres Strait Islander culture into our programs. We believe in the importance of looking after the land and giving back to our community. Through education and active engagement, Robina Scott Kindergarten teaches all children how to be environmentally responsible and to support those in need.

Collaboration

“I feel that my opinion is valued at Robina Scott.”

We believe our educators should have opportunities to engage and learn through professional development. At Robina Scott Kindergarten we are a diverse team with unique strengths and we support and challenge each other to consider new ideas and to critically reflect on our teaching practices.

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.

SUMMARY OF STRENGTHS AND EXCEEDING THEMES FOR QUALITY AREA 1

Standard 1.1	The educational program enhances each child’s learning and development.	
Approved learning framework	Element 1.1.1	All curriculum decision making is guided by approved learning frameworks, the VEYLDF’s practice principles and learning outcomes, as well as beginning to explore the changes in the new EYLF version 2.0. Children’s learning is observed, documented, interpreted, and then planned for in a continuous cycle of learning, in relation to the five learning and development outcomes: identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. Educators focus on supporting children’s learning in the 5 learning areas equally and holistically. Learning program goals, teaching goals, teaching intents and strategies all reference the approved learning framework, embedding the language into learning programs when documenting learning occurring, as well as evaluating learning outcomes achieved.
Child-centred	Element 1.1.2	Child and family centred practices form the foundation of our learning programs. We begin the planning process by asking parents to complete a Family Information Share Form that documents children’s current interests, abilities, ideas, culture, knowledge, and strengths, as observed by each child’s family. Families are supported in completing the documents to the best of their abilities and knowledge, with educators supporting them when required. Information is obtained and used to help educators get to know each child and incorporate their interests and ideas into the learning program immediately upon commencing at our educational service. Ongoing learning programs are devised with the children’s ideas, interests and strengths at the forefront. Provocations are offered to pique children’s curiosity and extended through play-based and intentional learning and teaching approaches. Educators utilise the Zone of Proximal Development theory to offer experiences that both entice, challenge, and extend children’s learning.
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. Daily routines are planned in consideration of the length and time of each program, as well as the age, abilities and developmental stage of the children in attendance. Routines are developed to provide structure and certainty for children, supporting their sense of belonging and connectedness, whilst at the same time allowing for flexibility to incorporate special events, particular interests of children, community, and family events.

		Routines are often planned with feedback from children, with a focus on minimising transiting from one activity to the other. Choice and autonomy are embedded into each learning program, to support children to access uninterrupted learning opportunities. In 2023 the Learning program cycle was adapted and lengthened from termly to a 12 week duration to allow extended opportunities to support children’s learning through goal based strategies in conjunction with families.
Standard 1.2	Educators facilitate and extend each child’s learning and development.	
Intentional teaching	Element 1.2.1	Teaching teams carefully plan for learning throughout each learning cycle, documenting intentions for learning and teaching in the Learning Cycle learning program. The program outlines teaching intents, intended outcomes and strategies to support learning in reference to the five learning outcomes of the VEYLDF. Strategies used include play-based experiences, teacher led explicit learning, small and large group experiences, educator scaffolding and modelling. Learning programs are referred to daily, modified and extended upon as necessary.
Responsive teaching and scaffolding	Element 1.2.2	Educators engage in play with children that is at times adult led, and at times child led. Observations that document children’s interests and ideas through play are recorded and evaluated to support ongoing strategies and teaching practices. Educators employ modelling and scaffolding techniques to build on children’s strengths and extend their learning, as well as provide extra support in areas that are needed. Educators tailor their interactions to the needs of each individual child on a daily basis, ensuring that all children are offered equal and equitable opportunities for connection and responsiveness. Educators critically reflect on their teaching practices and work together in effective teaching teams to ensure that no child is overlooked.
Child directed learning	Element 1.2.3	Children are supported to develop their confidence and autonomy in the learning program. Educators regularly look for opportunities for children to make choices and participate in shared decisions about events and the world. This includes consulting children in future learning opportunities, seeking children’s feedback on learning program, modifying routines based on feedback from children, and planning special events in conjunction with children. All children are given regular support and opportunity to have their voice heard in the learning program through interviews, discussions and at play. Children are encouraged to identify their own learning goals and educators prioritise communication with children that articulates the learning achieved by each child, the progress made throughout the year, and celebrating each achievement.
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 is supported in their learning journey through a clear, documented learning cycle. During Term 1 we take the time to get to know each child and family, with a focus on settling children into our program. Throughout Term 1 we collect evidence (observations, photos, interviews, discussions with family, checklists as

		needed) that tell us who each child is in our setting, and present that evidence in the form of a Formative Assessment in the first few weeks of Term 2. We identify goals for each child's learning which are used to underpin intentional teaching and daily interactions with children. Learning is scaffolded in reference to these goals, and evidence of learning is collected to support the introduction of a new learning goal in the middle of Term 3. The cyclic process continues with the conclusion of the assessment and planning cycle towards the end of Term 4, with a final Summative Assessment completed and presented to families.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, is integral to driving the learning program implementation and modification. Critical reflection is obtained and collated in a number of ways, with input sought by all educators, families and children. All educators capture valuable observations that describe the learning, ideas, interests, strengths, and support needed for each child. All educators also take the time to record reflections of learning to share with families on our online learning platform. At the end of each week, each educator is entrusted to also record short snapshots that critically reflect the weekly program, what worked and what didn't. Teaching teams take the time to sit and discuss all anecdotes and together make a plan to adopt, discard or reinvent practices that support quality practice and learning for all children, both individually and each group collectively.
Information for families	Element 1.3.3	Regular communication between educators and families is a priority at Robina Scott Kindergarten. Information for families begins with our comprehensive Parent Information Evening, held in the November of the year before commencement, where all teachers unite to deliver information to support families and children transitioning into attending our educational service. During the first week of kindergarten, families are invited to attend the first session to stay and play, sharing information about the learning program, routine and practices at this time. Utilising our online learning platform (Story Park) all families are given access to view and comment on our learning programs for each cycle. Reflective stories are regularly written by all teaching teams that document the learning undertaken throughout the program and are uploaded regularly for families to see. Children's individual learning is shared with families each learning cycle. Families are provided with Formative and Summative Assessment documents for Learning Cycle 1 and 3, where the learning undertaken, as well as goals, are clearly identified. At the conclusion of Learning Cycle 2, families are invited to meet with the teacher to discuss the learning and goals, with the purpose to further articulate as well as collaborate on goal setting into the final learning cycle of the year. For our 4yo children, families also work in partnership with teachers to create a Transition to School document to share with each child's new teacher. Information is also shared with families through communication from our Parent Committee and Leadership team. Parent Representatives are also sought from each class to strengthen communication between families and educators.

KEY IMPROVEMENTS SOUGHT FOR QUALITY AREA 1

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Quality Area 1	Collaboration opportunities for teachers needs to be facilitated by the service to achieve improved practice in QA1	For teachers to have opportunities to meet, reflect and collaborate on their programs, practice and develop consistent reflective approaches to evaluating the delivery of quality programs	H	<ul style="list-style-type: none"> - Develop and seek budget approval by CoM - Set dates and communicate in Staff Handbook - Record attendance and minutes in meeting (Ed Leader) - Evaluate whether teachers; develop consistent approaches to special events, reflect on their programs, demonstrate clear planning cycles around experiences being delivered, review and start of development of RAP - Review whether success measures are being achieved mid year and then in October - Determine teacher meeting frequency and topics for 2024 	Teachers develop consistent approaches to special events, reflect on their programs, demonstrate clear planning cycles around experiences being delivered, review and start of development of RAP	Begin from February 2023 and evaluate collaboration October 2023 ahead of finalising follow year staff meeting budget	<ul style="list-style-type: none"> - Teacher meeting budget established and requested for approval by CoM - Meeting budget approved November 2022 and dates for 2023 set in Staff Handbook - First meeting held in Jan 2023 with minutes kept by Ed Leader - Educational Leader encourages teachers to adopt a similar group programming documentation format at Jan 2023 meeting. - All teachers adopt proposed format with greater continuity achieved in Feb 2023. - Positive feedback received by teacher after March 2023 meeting, highlighting how positive it was to share in each teacher's

							learning program successes.
Element 1.1.3 and 1.2.3	Ongoing improvement of anti-bias approaches, particularly language identifying “boys and girls” as well as establishing greater inclusivity are integral to promoting inclusive programs	For all staff to adopt inclusive language that is sensitive to cultures and anti-bias approaches. To develop a more inclusive vocabulary when developing and delivering programs	M	<ul style="list-style-type: none"> - Identify learning opportunities for staff - Seek grants to fund learning – Think Equal grant. - Staff to participate in professional learning including Respectful Relationships training. - Educational Leader to facilitate anti-bias approaches discussions during staff and teachers’ meetings. - All staff to engage in critical reflective practices to consider and challenge their own potential biases. - All staff to consider and evaluate our service’s special events with an anti-bias lens. 	Inclusive language and approaches are observed, and teams draw on Think Equal training to inform how decisions are made around creating inclusive learning environments	Embedded by end of 2024	<ul style="list-style-type: none"> - 1 staff member booked and completed Respectful Relationships professional development in 2022. - Think Equal grant applied for at the end of 2022 and won. - Think Equal resources purchased to accompany training March 2023. - Think Equal professional development opportunity offered to all staff both permanent and casual training as well as committee members March 2023.
Element 1.3.2	Communication and reflective practice skills require further training to enhance processes and allow staff to interact with all	All staff participate in reflective practice PD where they learn and practice ways to communicate within their teaching teams, between teaching teams, and with families.	H	<ul style="list-style-type: none"> - Leadership to seek funds for training and book PD day - All staff participate in reflective practice PD where they learn and practice ways to communicate within their teaching teams, 	<ul style="list-style-type: none"> - Staff have an understanding of the theories and principles that underpin reflective practice. - All staff clearly understand the process of 	Emerging from mid term 3, 2023 - term 4	SRF funds secured and staff PD has been booked for August 15, 2023 as a face to face half day session at 105 Ferguson Street.

	<p>stakeholders to improve outcomes for teams and ultimately children</p>			<p>between teaching teams, and with families. - All staff are confident in recording their reflections and using these reflections to inform decisions about practice and programming for children. This is to be observed through weekly observations to be photographed and uploaded to Story park.</p>	<p>reflective practice at Robina Scott Kindergarten and have tools to give and receive/invite feedback from one another. All staff are expected to articulate this clearly within their team, with the service leadership and families - All staff are confident in recording their reflections and using these reflections to inform decisions about practice and programming for children. This is to be observed through weekly observations to be photographed and uploaded to Story park.</p>		
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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.

SUMMARY OF STRENGTHS AND EXCEEDING THEMES FOR QUALITY AREA 2

Standard 2.1	Each child's health and physical activity is supported and promoted.	
Wellbeing and comfort	Element 2.1.1	<p>Each teaching team evaluates the program requirements for wellbeing and comfort in relation to program length, age of children and needs of children.</p> <p>Rest and relaxation approaches are considered and adopted that explore how rest and relaxing looks like to children. Practices include listening to audio stories, chapter books, guided meditation and mindfulness activities, Yoga, opportunities for relaxing in nature.</p> <p>Our observations over the last few years has seen an increased need to explicitly teach wellbeing, restful and calming techniques. The teaching teams also invest time and regular reflection to embed learning opportunities to develop self-regulation and impulse control, working closely in conjunction with allied health and local government support.</p>
Health practices and procedures	Element 2.1.2	<p>Health and personal hygiene practices are embedded within the service and children are supported from the beginning of the year with following routines around hand washing and cleaning up after using different spaces in the room. These practices are quickly adopted by the children as they require little support with carrying out care for themselves and the environment after a period of time.</p> <p>Groups adopt different methods of educating children in age appropriate ways about the importance of hygiene, such as by the use of songs and doing science experiments that look at germ growth.</p> <p>A spill kit containing PPE equipment, cleaning products and signage, as well as information on how to manage spills and bodily fluids, is located in the kitchen for all staff to use as needed.</p>
Healthy lifestyle	Element 2.1.3	<p>All educators promote healthy eating in their programs by using eating times to gather with children and discuss food choices that give them energy and can sustain them through their play, embedding this learning into their curriculums throughout the year. Children are encouraged to understand when their bodies feel hungry and thirsty, and seek out food and water where needed. A progressive snack and constant access to water allow for children to make this connection and develop this self-help skill. Cooking with the children, verbal discussions and role modelling allows educators to instill an understanding of the importance of healthy eating and supports children's ability to demonstrate this in a variety of ways.</p>

		Extended periods of physical activity are promoted in service, and the evolving yard composition allows for different kinds of physical play. Children have opportunities for climbing and navigating the yard as well as clearing the space for larger group games. Teams utilise local park areas and playgrounds for wider and more varied opportunities for children to actively explore their physical abilities and to facilitate whole group games.
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. These precautions include; identifying strategic viewpoints throughout kindergarten, and educators moving around the outdoor space in particular, developing indoor spaces that allow for visibility and not creating areas that are hidden from adult height, lots of windows that face the outdoor area which allow for additional adults to have view of the children, even if they are not from the same group, consistent maintenance of the garden so that shrubs and trees are trimmed and do not develop walls to vision, doors being left open when children are engaging in the indoor/outdoor program, so that children can be more easily heard in each space.
Incident and emergency management	Element 2.2.2	First Aid kits and Allergy Buddy bags are audited every term to ensure medications and action plans are up to date, contact details are relevant and evacuation bags are well equipped with all necessary items for leaving the premises if need be. Every group rehearses different emergency procedures each term and these are documented and reflected upon to improve practices for the following drill. Emergency drill procedures have been reflected on and now involve the “planting” of an unknown emergency somewhere in the kindergarten that the team must respond to immediately when they find it. This has ensured that drills are closer to representing true occurrences and offer valuable feedback for how to improve processes to maintain safety. All staff are trained yearly in first aid procedures, ensuring they hold the most current understanding of applying first aid. Further to this, mandatory reporting and child safe training is conducted and updated yearly.
Child protection	Element 2.2.3	This is a practice that is embedded across the service and present at frequent times. Children’s safety is championed in every decision that is made, whether that is the set up of an environment, considering something that could be done differently, how we look to modify spaces, responding by reporting or meeting with leadership who can facilitate the reporting process etc. Leaders check in with teachers when concerns arise or are present and help to determine whether reporting needs to be done, we need to seek further information from third party resources or we continue to record as there is no reasonable belief. Leaders support the reporting process if it becomes necessary by frequently engaging with relevant team members through the process. This element is further elaborated on in the Child Safe Assessment Tool that was carried out between 2022 - 2023. In response to the assessment tool an Acknowledgement of Respect form was created for all volunteers

to understand obligations through signing in agreement, in addition to the Code of Conduct communicated to all stakeholders. Discussions regarding child protection is held with staff and committee during meetings and actions documented into our assessment tool such as displaying signs to ask visitors to not enter children's bathrooms.

KEY IMPROVEMENTS SOUGHT FOR QUALITY AREA 2

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
Element 2.2.1	A more comprehensive assessment of the risks in the indoor and outdoor spaces are needed, along with how teams manage any risks	For a comprehensive RMP to be developed for the Indoor and the Outdoor spaces	H	<ul style="list-style-type: none"> - Staff will work to assess the risks in the environment through conversation and email - Service Leader will develop RMP with feedback about risks and how they are managed by staff - RMPs to be circulated to staff for further input and feedback - Final draft to be sent to staff and committee Final copy kept in the common drive and hard copy in the office for each RMP 	<p>Well developed RMPs are created for the indoor and outdoor space that incorporate input from staff and committee.</p> <p>Risks are managed as they are detailed in the RMP.</p>	End of term 2, 2023	<ul style="list-style-type: none"> - Leadership, office and President met to begin process of developing RMPs, with initial layout and items identified (Feb 2023) - Office staff in the process of developing new indoor and outdoor RMPs and assessing risks and management in day to day practice (April 2023) - Identified need to modify daily checklists and new more comprehensive checklists were created to start Term 2 (April 2023)

Element 2.2.1	Can we develop a child toileting area that is more mindful of child safety and more carefully considers the privacy and dignity of children?	For the physical space of the children's bathroom to protect children's privacy and maintain their dignity and right	M	<ul style="list-style-type: none"> - Community discuss and agree on update to the bathrooms - Grants applied for by CoM/Leadership - Staff consulted on the design of the bathrooms and each change linked to the rights of children - Grant won - Grant executed 	Children's bathrooms are a space that protect children's privacy and maintain their dignity and rights	End of 2024 - pending grants	<ul style="list-style-type: none"> - Staff and Leadership agree to update the children's bathrooms (2022) - Leadership actively seeking grants that will facilitate the funds for this upgrade
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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.

SUMMARY OF STRENGTHS AND EXCEEDING THEMES FOR QUALITY AREA 3

Standard 3.1	The design of the facilities is appropriate for the operation of a service.	
Fit for purpose	Element 3.1.1	Over the past 12 months, extensive work has been done to ensure the kindergarten building supports access for all and is safe. Notable updates include; astroturf being maintained to fix the sinking areas, sandpit top ups so there is no lip to access the sandpit and so there is sufficient sand, flooring upgrades throughout the whole indoor space to remove trip hazards, staff setting up rooms that allow for quiet areas and lower sensory input, air conditioning, new fans and air filters installed and maintained every three months.
Upkeep	Element 3.1.2	The service engages a cleaner that comes every night of the week to maintain the overall hygiene of the service. In addition to this, there is a bathroom cleaning roster, ensuring bathrooms are cleaned in the middle of every day as well. Room cleanliness is maintained by staff through the duration of the program, and each group has its own set of microfibre cloths, which are colour coded to minimise cross contamination. Staff complete daily checklists and continuously audit the safety of the premises and equipment. All staff understand their responsibility to remove any hazards and to notify the office if items are no longer safe to use or there are issues with the building. Council is engaged to fix and maintain permanent fixtures, and the staff engage a handyman, families and the Hobson’s Bay Men’s Shed to help us maintain or fix broken equipment. For larger projects, or ongoing maintenance like sanding and oiling of benches, the service hosts two working bees per year where volunteers come to garden, wash, sand, top up tan bark, etc. Staff contribute to a list of to do items through the year and these are completed at the working bee. Staff have developed a “wish list” online that the committee draws from to inform grants they apply for. These items and grants often reflect resources that need upgrading. Over the past 12 months, we have achieved the purchase of many new resources through grants, such as blocks, teepees, sensory carts etc.
Standard 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	
Inclusive environment	Element 3.2.1	The service provides wide paths and no steps, as well as doors that allow for wheelchair and pram access. Those accessing the service have clear and unobstructed walk ways to kindergarten rooms and around the

		<p>kindergarten environment. The flooring has recently been upgraded, not only removing a mix of carpet and lino, which limited opportunities, but also removed all trips and uneven steps.</p> <p>Both outdoor and indoor spaces provide programs that draw on children’s interests and are created with children’s input. We allow children to contribute resources to adapt and modify learning environments to their own wants. Families and the wider community, such as local schools, impact the development of learning spaces in line with their own goals and expectations for children, as well as to provide opportunities for wider community engagement. Learning experiences are evaluated by all staff using the space, in consultation with the Educational Leader and other stakeholders, and undergo modifications, so that children have time and space to become familiar with and secure in the environment, while remaining stimulated, challenged and provided with opportunities to succeed.</p>
Resources support play-based learning	Element 3.2.2	<p>Increasing the quantity and quality of resources has been a significant focus over the past 12 months. With input from stakeholders including staff, parents, and children, we developed a wish list of items and delegated multiple CoM and Leadership members to search for and apply for grants. Over the course of 2022, we were able to secure \$24,000 worth of grants for resources, and received \$1500 in donated equipment. These items, along with what the service already had, allow for many uses. Sensory equipment, sporting equipment, outdoor games and blocks, sensory carts and trays and other tables and chairs that allow for better access to all children. A large portion of sourcing items and prioritising the wish list included input from families with children of diverse needs, and teachers who had drawn on the breadth of needs in their classes.</p> <p>All items purchased and sought for donations are open ended, as we aim to maximise on uses for children and allow them enough resources to achieve different and quality play-based experiences.</p>
Environmentally responsible	Element 3.2.3	<p>Environmental awareness and responsibility underpin our service philosophy. Caring for the environment takes on many forms within our service, all of which are intentionally driven by children’s curiosity, interest and the passion and commitment of our staff as members of a community.</p> <p>Environmental sustainability for our service takes on various forms, such as through the learning and maintenance of worm farms, garden beds, ranger visits that engage children in understanding biodiversity, exploring seasons and bugs and coming to understand their roles in the environment, eco and water warriors daily that have special duties to look after the kinder, extending looking after kinder to looking after the environment in clean up Australia day and other learning opportunities. As part of our 2022/2023 sustainability groups, we are exploring the teaching and recording of rubbish/nude foods, ride2school day and the health of our worms and recycling efforts.</p> <p>As a service we have invested in solar panels and are in the process of moving our last gas item, the hot water, to electricity. Children are mindful of energy consumption and ensure lights are turned off when we are not in the room, or if it is bright enough.</p>

KEY IMPROVEMENTS SOUGHT FOR QUALITY AREA 3

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
Element 3.2.3	There are more opportunities for our service to be environmentally sustainable	To identify the areas we can improve sustainability, develop teams to execute plans and identify these ideas as achieved	M	<ul style="list-style-type: none"> - Give all staff opportunity to identify areas for improvement - Engage Mel and determine if she is happy to help facilitate this project and offer her knowledge so far - Educational leader and Mel to organise staff meeting to explore sustainability and build ideas - Clearly identify areas for improvement and assign staff to tasks - Service Leader and Educational Leader to support teams achieve their set goals. - Termly check in and assessment of how we are tracking - End of year assessment and celebration of achievements. 	<p>Staff assess that sustainable practices (broad term) have improved and engage in effective ways to assess and create ongoing goals.</p> <p>All staff are involved in projects that improve sustainable practice</p>	Ongoing - initial improvement tasks done by end of term 3	<ul style="list-style-type: none"> - Gathered team feedback in February 2022 Staff meeting around sustainability - Ed Leader and Mel met about creating a staff meeting agenda for June 2022. - June 2022 meeting will include four areas of sustainability and encourage everyone to be involved with the execution of one task at the service - June 2022 meeting held and staff began to explore areas of strengths and areas for improvement. Some projects identified - August 2022 staff meeting to include breaking into small groups to start actioning projects - December 2022 staff meeting reflected on the

							<p>achievements of the sustainability programs</p> <ul style="list-style-type: none"> - Feb 2023 staff meeting allowed time for groups to solidify goals and aims for the 2023 year, as detailed in staff meeting notes. - March 2023 all groups participated in Ride2School day and are exploring and recording their environmental impact
Element 3.2.1	The disabled toilet in the foyer no longer meets the requirements as a disabled toilet. This means there is no toilet that is accessible to those of diverse abilities or who require the additional space	For people with different needs to have access to a bathroom that meets their needs and allows them comfort when toileting	M	<ul style="list-style-type: none"> - Leadership to seek grants that can support the project financially - Grants applied for and won - Plans developed and approved by council, permits granted - Works booked in - Worked executed over term break period - Bathroom assessed and approved as a disabled or ambulant toilet - Signing added to door of bathroom - Works completed and grant acquitted 	Bathroom renovation of disabled toilet/wet room is complete and meets requirements	End of term 2, 2023	<ul style="list-style-type: none"> - Leadership to seek grants that can support the project financially - inclusion grant - Grants applied for and won - completed end of 2022 - Plans developed and approved by council, permits granted - plans resubmitted and permits gained in March 2023 - Works booked in for Easter holiday period 2023

<p>Element 3.2.2 and Element 3.2.3</p>	<p>The cubby house in the yard needs some repair and refreshment We also need to fix the attached water tank and explore ways that we can incorporate this into learning about water as a resource for our students</p>	<p>Cubby house is refurbished, painted, new guttering stalled and a new transparent water tank to accompany</p>	<p>M</p>	<ul style="list-style-type: none"> - Get child and staff feedback about what they would like to update in the cubby house and how they want to use it in future - Get builder to come and provide a quote - Find and apply for relevant grant to fund the upgrade - Book in time to complete upgrade, ideally during term break time or over weekend/long weekend - Complete works - Children engage in project 	<p>New cubby house and water tank are installed, safe and are engaged by children</p>	<p>End of Term 3, 2023</p>	<ul style="list-style-type: none"> - Feedback gathered to develop the cubby house into more of a shop front and to install a new water tank that has a clear panel in it so children can measure the water. We want the water tank to dispense into the sandpit so children can more easily use it for water and messy play in this space - Builder has come and provided quote for the works to be done - Grant in the process of being applied for (March 2023)
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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.

SUMMARY OF STRENGTHS AND EXCEEDING THEMES FOR QUALITY AREA 4

Standard 4.1		The design of the facilities is appropriate for the operation of a service.
Organisation of educators	Element 4.1.1	<p>Staffing, both in recruitment and determining the organisation of staff, is an informed process that involves varying levels of input and reflection from numerous stakeholders. As a kindergarten, we aim to employ staff who are knowledgeable and hold a Diploma or Teaching Degree. We believe that as well as providing evidence based quality practice, this allows each member to bring a depth of learning to the service and to offer valuable insight, ideas and beliefs.</p> <p>All staff, regardless of their position and hours worked in the week, contribute to the learning and development of children. This means that those who cover lunches, qualified office staff who relieve in groups, and permanent members of a group are all involved in observing children and contributing to the planning cycle.</p>
Continuity of staff	Element 4.1.2	<p>Many of the staff working at Robina Scott Kindergarten have been part of the service for many years, and often educators will work with siblings from the same family, allowing them to build long lasting and deep connections with these members of our community. Regular staff are employed to cover lunch breaks so that children are able to establish meaningful relationships with all of the adults who come into their learning space, and these staff can contribute to the running of the program and planning cycles taking place in the room.</p> <p>Permanent staff often help to cover others when they are away and we have adopted a strong internal relief pool and mitigated the need for agency since March 2021. Our internal relief staff are qualified locals who have often studied with us or are known to staff through professional connections. They are interviewed directly by the service and groups can request the more frequent use of staff members who they feel compliment their program and teaching philosophy.</p>
Standard 4.2		Management, educators and staff are collaborative, respectful and ethical.
Professional collaboration	Element 4.2.1	<p>RSK has adopted a different leadership model and renamed the “Director” title to offer a more accurate representation of the roles of Leadership. We also split the role of Service Leader and Educational Leader to allow for more useful and tailored support for staff in their needs. Our Committee of Management, particularly our</p>

		<p>President, is accessible and attends staff meetings in a voluntary capacity to allow opportunities for staff to vocalise their wants and needs and any concerns.</p> <p>Further to this, we have actively removed all paperwork and any reference to hierarchy of staff, leadership and CoM, as this created a sense that one is more important than the other. We have instead adopted a model where each person and position is essential to the high quality operation of the kindergarten, and while our responsibilities differ, no one is more important than the other.</p> <p>Our staff meetings ensure there is a 15 minute “open forum” at the start, where staff can discuss anything they like, usually using this time to talk about challenges in their groups and come together with ideas and enjoy each other’s input and company. Our Leadership and CoM run a work culture survey that allows staff to give anonymous feedback if they don’t feel comfortable to bring it directly.</p>
Professional standards	Element 4.2.2	<p>Staff and leadership are aware of the evolving and ever changing nature of the Early Childhood space, particularly with continued research and review and development of the National Quality Framework and other documents. All staff are provided a Staff Handbook each year, along with access to the VEYLDF/EYLF, Code of Ethics and a service Code of Conduct, which helps to provide a foundation of knowledge and expectations across the service. Every staff member extends mutual and genuine respect to each member of our community as we pride ourselves as not just contributors to the service, but as active and accountable community members with a duty to extend the highest quality practice.</p> <p>Leadership engages a variety of strategies, such as appraisals, check ins, staff meetings and teachers’ meetings to discuss professional standards and how they look at our service. These forums also provide an opportunity to reflect on personal biases and explore best practice as it evolves and adapts to each child as an individual.</p>

KEY IMPROVEMENTS SOUGHT FOR QUALITY AREA 4

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
Element 4.1.2	While engaging our sustainability projects, we have highlighted the importance of sustainability of the staff, notably, engaging ways that	For staff wellbeing to be an ongoing focus, with all service stakeholders involved in celebrating staff	H	<ul style="list-style-type: none"> - As per key improvements in Element 3.2.3 - Specifically, staff within staff sustainability team to discuss with all staff the areas for 	Each culture survey shows that staff feel valued in their work and that their opinions are considered	Ongoing	<ul style="list-style-type: none"> - Sustainability committee sent out staff sustainability survey and collated results at the end of 2022 - During 2023 Feb staff meeting, goals for this year have been developed

	show the value of the work our staff do	achievements and reflecting on ways to action staff feedback		improvement and areas for change that we want to adopt - CoM wellbeing member to help facilitate ideas and continue brainstorming how staff can be supported - Cultural survey to be given to staff each year and feedback to be collated to inform steps forward			- Time set aside as part of March staff meeting for all staff to agree on ideas - CoM wellbeing member brainstorming with President around ideas for this year to ensure staff feel valued - Staff Wellbeing display created in staff room with useful information and resources April 2023
Element 4.2.2	Leadership would like to explore what quality practice looks like at our service, in line with the AITSL standards and code of ethics.	For programs to demonstrate a clear alignment to professional standards	M	- Leadership to meet with AITSL Standards and Code of Ethics and highlight the areas to specifically improve on - Educational Leader to meet with teachers during Teachers Meetings and while their programs are running to identify how standards impact practice and where these align or could be improved - Leadership to explore with the whole teaching team what quality practice looks like, referring to evidence based and current research.	Programs to demonstrate a clear alignment to professional standards Teachers can identify the links between their programs and the teaching standards and code of ethics All staff strive for quality practice in their everyday program and practices.	Begin to embed by end of 2024	- Early Childhood Environment rating scales incorporated into SRF items for 2023 - Scale books purchased Feb 2023 (1 currently unavailable)

				<ul style="list-style-type: none">- Use SRF to purchase Early Childhood Environment rating scales that explore all aspects of teaching approaches and practices.- Apply rating scales to explore and promote quality practices.			
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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.

SUMMARY OF STRENGTHS AND EXCEEDING THEMES FOR QUALITY AREA 5

Standard 5.1	Respectful and equitable relationships are maintained with each child.	
Positive educator to child interactions	Element 5.1.1	<p>Each teaching team prioritises establishing and building upon trusting relationships with all children, to support each child to feel secure, confident and included. This is done by explicitly planning for establishing trust and rapport in the first Learning Cycle learning plan of each year, as well as when and if children commence in later stages of the year. This includes ensuring that identified areas of interest (from Family Information Share Form) are offered in the learning program to provide familiarity and seek child engagement, as well as structuring the routine to offer time for educator and child engagement in a variety of group settings; whole group, small group and individual time. Play is promoted and celebrated as the preferred method in which children learn, with a focus of joyous and engaging experiences. Teaching teams ensure they get down to the child’s level to speak with them, always use respectful and positive language, and engage in reciprocal communication methods. Games are offered that help children learn peer and educator names, as well as visuals that display educator names and photos. Identifying that music was a successful conduit to creating positive relationships and interactions, the teaching teams regularly plan musical experiences such as songs, games and musical instruments, including a regular incursion with an Early Childhood music teacher three times each term.</p>
Dignity and rights of the child	Element 5.1.2	<p>Each group of children and staff works as a team to develop clear expectations for kindergarten and how we explore healthy relationships between all people at kindergarten. This allows children to express their own preferred ways of resolving conflict, and equips staff with social scripts to teach children that foster social confidence and provide them the tools and space to speak up when they have concerns. Family share forms and Stay and Play sessions provide an opportunity for families to provide feedback about their culture and what is important to each child as an individual. This is celebrated in the classroom in various ways, such as by exploring celebrations, families coming in to show us what they do/cook/celebrate in their family/home. Educators equip children with skills to be assertive and voice their opinion and ideas by investigating how we are all “problem solvers”. Extensive work is done to develop children’s understanding of empathy and fairness, such as with bucket fillers, problem solvers and learning experiences around social biases.</p>

		The service has a clear Code of Conduct and zero tolerance for any kind of discrimination. This is re-iterated to families regularly and our 'Respect Form' reminds adults of this when they enter the children's space.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships.	
Collaborative learning	Element 5.2.1	<p>Collaboration between educators and children is promoted by regularly seeking children's input into the planning and upkeep of our learning spaces. This may involve setting up, modifying, and packing up learning experiences together, as well as children sharing their ideas in verbal and non-verbal ways such as drawing.</p> <p>Educators apply Vygotsky's sociocultural theory through planning learning experiences that support children to connect with and learn from each other. This includes setting up learning spaces where multiple children can work together such as Lego, block building and open-ended art experiences. Educators scaffold interactions where children are encouraged to share their ideas and learning with each other, extending children to use their strengths to teach what they know to their peers, such as creative art ideas or teaching the rules of a game. Each learning program also facilitates opportunities for children to share learning with the whole class. Projects include creating an <i>All about me</i> book, show and share sessions, class mascot home visit and presentations, and literacy or numeracy themed boxes to build each child's confidence in communicating and cooperating with each other, whilst simultaneously sharing collaborative learning approaches with families.</p>
Self-regulation	Element 5.2.2	<p>Over the past two years, we have observed children requiring more explicit and targeted support in regulating their emotions and pro-social interactions, therefore social and emotional learning has become an integral component of our curriculum and daily learning programs. We utilise resources such as books, meditation, songs, and games to teach emotional intelligence, self-regulation and executive functioning skill development. Educators have built their knowledge and understanding about the Zones of Regulation, applying it to teach children to recognise and name their emotions, as an important step in developing self-regulation. Safe and quiet spaces are created in our learning environments for children to utilise as needed to regulate their own behaviour. Visuals, timers, weighted blankets and fidget toys are provided as needed for each child, with support offered to each child to co-regulate with a trusting educator. In 2022 all educators undertook training in using puppets for social emotional learning including the Tommy Turtle anger management strategy, how to use puppets to calm, and how to implement a social puppets program. This learning supported educators to consider new ways to support and extend children's social and emotional learning. Children are supported to communicate their needs and feelings with both educators and peers alike. A focus on problem solving through communication is encouraged to support conflict resolution, with educators modelling and scaffolding positive interactions. Teachers and educators share children's social and emotional learning with families through formal and informal conversations, Story Park reflective stories, as well as providing resources to extend learning at home.</p>

KEY IMPROVEMENTS SOUGHT FOR QUALITY AREA 5

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
Element 5.1.1	Through the appraisal process, 80% of staff have identified that they would like to engage tools around hand signs to communicate more effectively with children to support meaningful interactions. This is particularly important for supporting children who are vulnerable to have limited verbal skills	All staff participate in a whole day PD to learn a basic vocabulary of signs to use in everyday settings. All staff understand which signs to use and teach and use these to help communication with children.	H	<ul style="list-style-type: none"> - SRF is allocated to Key Word Sign PD Day - PD day is booked in early term 2 - Staff participate in PD day and demonstrate an understanding of communicating with at least 30 signs upon completion of the PD and then an increasing number as time goes on. - All staff participate in staff meetings that utilise 5 minutes to review signs and expand sign vocabulary. - Staff observe children using key word signs to communicate with adults and each other in the room. 	All staff utilise Key Word Sign in day to day practice with children and among colleagues.	Emerging from mid 2023 and confident by end of 2023	- Staff PD has been booked for Monday April 24
Element 5.1.1 and Element 5.2.2	There are opportunities for the curriculum to have an increased capacity for physical movement as part of learning,	For programs to incorporate physical movement that supports children's learning, and for educators to aspire/facilitate	M	<ul style="list-style-type: none"> - MOVERS rating scales to be purchased and used as an evidence based way to assess programs - Two staff to attend two pd days 	Staff, with the support of the Educational Leader, are able to assess their curriculum in line with the MOVERS scale and identify areas to improve	End of Term 3, 2023	<ul style="list-style-type: none"> - MOVERS scales incorporated into SRF items for 2023 - Scale books purchased Feb 2023

	particularly when indoors and intentional teaching is taking place	engagements that allow children's physical expression as part of supporting a learning environment and high quality curriculum		<ul style="list-style-type: none"> - Two staff that attended PD to present their learning in staff meeting - Beginning with the two classes that had staff on the PD, using the scale with the Educational Leader to assess practice and seek ideas for improvement - Implement changes to program, critically reflect and modify where needed - Educational Leader to work with other groups to assess practice and implement changes and modifications 	and work on progress to high quality programs		- Two staff booked into MOVERS PD for May 2023
Element 5.2.2	Increased number of children requiring explicit teaching of social and emotional learning. Educators seeking greater guidance on techniques to successfully support children's learning and development.	For all teachers and educators to trial and apply techniques learned during training undertaken in August 2022.	H	<ul style="list-style-type: none"> - Purchase puppet pack from <i>Puppets for social and emotional learning</i> facilitator - Educational Leader to print and collate resources for ease of access. - Educational Leader to introduce Puppet and resource pack at staff meeting. - Educational Leader to support teachers and educators to utilise 	All staff feel confident in supporting children's social and emotional learning through evidence based practice and play based techniques.	End of Term 4, 2023	<ul style="list-style-type: none"> - Puppets purchased and delivered April 2023 - Ed Leader printed and collated resources April 2023

				<p>puppets and resources in learning programs. - Educational Leader to facilitate critical reflection of effectiveness of puppets and resources with teaching teams to promote collaboration and build confidence in using resources.</p>			
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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.

SUMMARY OF STRENGTHS AND EXCEEDING THEMES FOR QUALITY AREA 6

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	<p>Enrolment processes have been reviewed through 2022 to welcome greater involvement from families upon first being allocated to the service. Once families are allocated, they are provided an online enrolment form, which families had preferred and requested over the paper enrolments. Families are invited to meet with the Service Leader, MCHN or other trusted professional if they would like support in filling in their form.</p> <p>Part of enrolment includes a Family Share Form, which allows the teaching team to learn more about the children joining their class in the coming year, and also provides families the opportunity to communicate what they are looking for their child to learn, ways in which they hope to engage in the program and how they want learning to be shaped for their child. Families also receive a Parent Handbook and a Parent Information Evening, both of which are tailored each year to questions that families pose to the service.</p> <p>The enrolment form itself allows families to volunteer for various roles in the service, such as Class Reps, Committee, General Members and how they would like to be included in class lists and class Whatsapp Groups.</p>
Parent views are respected	Element 6.1.2	<p>The service regularly seeks information and feedback from families, both in formal and informal ways. These include using drop off and pick up times to discuss non confidential matters about the child's day, what the family are up to, how the family can engage in the class as parent helper, whether an incident has occurred or to organise times to meet more privately. Family Share Forms give a great snapshot into the families' cultures and celebrations, what the family hopes for their child's time at kindergarten and how we can incorporate their knowledge of their child, such as how they like to be comforted, into our practices at kindergarten. All about me, family trees and books, cultural celebrations and invitations for families to contribute to the class in different ways elaborate further on this. We have parent teacher interviews in the middle of the year and provide summative assessments after each 12 week learning cycle that allow for families to contribute and discuss what is being observed, as well as work collaboratively with teachers and educators in identifying children's learning goals. All families have access to planning cycles on Storypark and can see how observations and stories link to the curriculum. Planning templates allow for clear access to goals that are being worked on and how a play based curriculum shapes learning and development in line with goals.</p>

Families are supported	Element 6.1.3	<p>Families are provided a Family Handbook the year before they commence, which contains information about operations, procedures, policies, etc.</p> <p>The service engages allied health professionals and other development opportunities for families in a number of ways. Each term a parent information evening is held for families that focuses on different topics, such as emotional regulation, sensory processing, articulation, vocabulary and psychological well being. Allied health observes groups and the space and uses these observations to develop info nights that link to strategies used at kindergarten that can be used in the home. This ensures continuity of expectations and strategies for children. We also engage in council sessions about school readiness, supporting children and other topics.</p> <p>Our President is part of the Australian Association for Children with a Disability and provides the kindergarten and families with playgroup opportunities, information evenings, information packs and other resources.</p>
Standard 6.2	Collaborative partnerships enhance children’s inclusion, learning and wellbeing.	
Transitions	Element 6.2.1	<p>Transitions occur in a number of ways across the kindergarten year and are reflected on with consultation from families and staff in order to improve practices. The following are current transition practices in 2023, which we have gathered feedback on to inform 2024 (in Element 6.2.1 evidence folder).</p> <p>Transition to start of the year</p> <p>The service elects class representatives from parent expressions of interest the year before children commence. The Service Leader and class reps work together to set up a parent Whatsapp group in November the year before groups start and use this to facilitate play dates across the summer break. This consists of at least two opportunities for families and children to come together in an informal setting, such as at a park, and meet and play. We believe this helps to facilitate a sense of community and builds relationships before the children start. Part of enrolment includes the Family Share Form, which allows our staff a snapshot of each child before they begin. This informs our discussions with families during the two shorter transition days at the start of the year, which we call our “Stay and Play”. Stay and Play involves half group attendance with at least one family member who stays and hears from the team about what their child will do and how they will learn at kindergarten, and important procedures.</p> <p>Transition From 3 year old kindergarten to 4 year old kindergarten</p> <p>For children who move from the three to four year old program, teachers share information about each child and strategies that have helped the child engage, support ideas, where they are with any diagnosis/allied health/family engagement, and what the children’s strengths and challenges are. Four year old teachers also gather the end of year reports for three year olds and use these summative assessments and goals to shape the beginning of their four year old year. Our teachers for four year olds also aim to visit the threes and say hello so that the children meet their teacher before beginning. Three year old groups plan an excursion to visit the four year old campus towards the end of the year to support the children to begin to familiarise themselves with their new learning environment.</p>

		<p>Information sharing across the year to support the coming year</p> <p>Teachers write summative assessments in line with each learning cycle for each child, which is communicated to the parents for further input for goals. Parent teacher interviews are held in the middle of the year, which allows families and teachers to come together and discuss the child’s development, areas that are being worked towards and how the child is meeting or working towards their milestones and school readiness skills.</p> <p>Transition to School</p> <p>In addition to the above, our four year old children each have a transition learning and development statement prepared for their chosen school, which communicates the level of development, abilities and successful strategies for each child’s five areas of learning. We also have meetings with prep teachers in various settings, and invite each school to come and visit the children in their kindergarten environment to observe each child’s abilities and begin to develop a relationship. Children walk to and visit the local schools they will be attending in term 4, and we try to either spend time with the current prep classes to do activities together or meet with the librarians at the school for a fun session.</p> <p>Transitions in Daily Routines</p> <p>Our daily learning programs are planned with careful consideration of daily transitions from arriving at kindergarten, moving between activities and meals and leaving at the end of each program. Taking on board feedback from families, each learning program is given autonomy in how they transition children into and out of our service. For some programs this involves families signing children in and farewelling at the kindergarten gate, whilst for other programs they enter the classroom as a family to sign in and briefly visit before farewelling. For either option, families are given clear guidance as to the routine, with the aim to support children to feel confident, safe and supported, as well as to build their independence and self-help skills. This is also evident during the day, where the routine is devised and modified as needed to minimise transition times and ensure these times occur smoothly and safely for all children. A daily routine is developed and displayed for families to read and understand, whilst visuals are utilised by all classes to support children to become familiar with the routine for each day.</p> <p>Excursions and Road Safety</p> <p>Additional planning is given to the undertaking of excursions. Regular outings in our local community are encouraged in all of our learning programs, and through this we build the children’s awareness and connection to their local surroundings and community. Children are taught a range of safety measures to support confidence when transitioning to external learning opportunities including how to keep themselves and their peers safe when walking on and near roads, and how to safely approach animals. Children are always paired with peers when transitioning between locations on excursions and wear badges that identify the service name and contact details.</p>
Access and participation	Element 6.2.2	As with element 6.1.3, the service offers a variety of opportunities for families to engage with various professionals.

		<p>Further to this, we demonstrate our commitment to access and inclusion for all children by being active in our approach to providing access before families begin their kindergarten journey. This means our Service Leader and Educational Leader engaging with the Hobsons Bay CALD Engagement Officer to organise attending playgroups for low engagement families and present what kindergarten is, why it is beneficial to children, unpacking community understand around the benefit of play, how they can access free kindergarten and how we as a service can support their child's engagement while with us in a culturally sensitive way.</p> <p>During 2022 and 2023 we have developed our understanding of access and participation as we have a wide variety of needs within our cohort of children. This has allowed us to carefully consider what our spaces look like, the experiences on offer and the needs of each child as an individual functioning in a group setting. With this in mind, each group offers a distinctly unique curriculum and engages varying strategies that are specific to their children.</p>
Community engagement	Element 6.2.3	<p>Community engagement for our service is critical for a child's sense of belonging and is based in reciprocal relationships that nurture the growth of our children and the ongoing sustainability of our community. Children explore relationships with local schools, which include collaborative projects with Newmark Primary around healthy eating (Yellow Group 2022), volunteer visits from Williamstown North Primary School and visits to our local Williamstown prep classes at Williamstown North and St Marys. We also engage with local shops, such as Bakers Delights to explore baking our own hot cross buns in line with our easter fundraiser, and connect with other shops such as Replenish to facilitate donation drives for children in need, particularly at Christmas time. All of these efforts allow our children to investigate and understand what it means to be an active member of a community, and how each person has the ability to have a positive and significant impact on others. To increase the children's understanding of local Indigenous communities, in 2022 we used a successful grant application to book a Welcome to Country and First Nations Workshop for each 4 year old group, facilitated by a local Boon Wurrung man.</p>

KEY IMPROVEMENTS SOUGHT FOR QUALITY AREA 6

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
Element 6.2.3	As a service, we would like to expand our understanding of First Nations	For First Nations learning to be embedded within the learning program and our Reconciliation	H	- All staff to be encouraged to implement the Boon wurrung language introduced by our First Nations facilitator in 2022,	First Nations perspectives can be observed in each program and are embedded and authentic	End of 2023	- Boon wurrung Acknowledgement to Country displayed and used

	<p>perspectives and embed them in our learning programs and practices.</p>	<p>Action Plan submitted and published.</p>	<p>into each learning program.</p> <ul style="list-style-type: none"> - Teaching teams to critically reflect on how each program implements an Acknowledgment of Country. Question to raise at staff meeting: are we being respectful, authentic and incorporating the children's words and voice in this daily ritual? - Educational Leader to reopen draft of RAP on the Narragunnawali website and update it to include all educators and committee members into the RAP working group. - All staff, in conjunction with committee and families, to create a vision statement expressing what reconciliation means to Robina Scott Kindergarten. - As part of staff meetings/in house PD, staff will be split into project groups to action deliverables as identified in our draft RAP. 	<p>in line with our service Reconciliation Action Plan.</p>		<p>across all programs, Feb 2023.</p> <ul style="list-style-type: none"> - Educational Leader reopens draft RAP and invites all educators and committee members to join the RAP working group, April 2023. - Staff meeting planned for May to discuss RAP deliverables and begin to create vision statement.
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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.

SUMMARY OF STRENGTHS AND EXCEEDING THEMES FOR QUALITY AREA 7

Standard 7.1	Governance supports the operation of a quality service.	
Service philosophy and purpose	Element 7.1.1	<p>A statement of philosophy has been redeveloped in the past year to create a foundation of how the service seeks its purpose and shapes its practice. Our philosophy was developed through allowing all stakeholders in our community a voice and by collating every piece of input and editing numerous iterations ahead of it being adopted into our kindergarten community. This document underpins how we see and understand the service, and how we aim to demonstrate what we do to families. For example, the philosophy was used in our parent information evening to detail to incoming families our values, what they look like and why they matter to us.</p>
Management systems	Element 7.1.2	<p>Service management and leadership have adopted numerous strategies to ensure systems in place are effective and maintain a safe environment. A separate Service Leader and Educational Leader are employed by the Committee of Management to oversee day to day operations and uphold expectations of the service with all staff. Other office members include a Finance Officer who meticulously oversees the finances of the service and an Administration Officer, who supports risk management functions. These functions, which are carried out by the CoM and office include review and assessment of online safety and child safety, the development and 3 monthly review of chemical registers, first aid registers and emergency management processes. Daily checklists, Medical RMPs and Excursion RMP templates have been developed as a staff and are overseen by the Service Leader to ensure reflection and compliance.</p> <p>Master checklists are maintained and reviewed by the Service Leader and Administration Officer to ensure all staff are up to date with employment requirements and are receiving and attending training, such as first aid. These correlate to staff records that are updated and maintained at intervals through the year or where new paperwork is required.</p> <p>The Service Leader and President work closely to review the complaint process and keep extensive records regarding all concerns brought to the service. Both work in cohesion to keep all relevant parties informed of steps and processes. The Service Leader and President dedicate around 5 hours per week to coming together and discussing the service and engaging in critical reflection. Reflection points are notes to the Secretary and</p>

		Educational Leader, who both add items to respective staff/CoM meeting agendas for wider input and review ahead of developing service wide procedures or strategies.
Roles and responsibilities	Element 7.1.3	All Job Descriptions were reviewed as part of staff sustainability projects in 2022 and were re-published. The Educational Leader has engaged staff in in-house PD exploring their roles and responsibilities and through 2023 we are offering ongoing meetings and support for staff at each level in unpacking this further. The Committee has engaged a model of leadership over management and appointed the roles of Service Leader and Educational Leader, who act as a united leadership model, drawing on a diplomatic approach to decision making. Robina Scott Kindergarten has worked hard to break down hierarchy of staff and rather support a well rounded model with three primary functions, the CoM, the Office and the Teaching Staff, who work in unity and equal importance to inform strategic movements.
Standard 7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.	
Continuous improvement	Element 7.2.1	Professional Learning Communities are pioneered and engaged by the service to create a community of reflection and improvement that is based not just on the insular views of the kindergarten, but a well-rounded community of practice. Our Quality Improvement Plan has evolved to be a document that speaks to our day to day practice and identified improvements. This means that the embedded practice of reflection, analysis, strategies and key areas for improvements happen throughout the service and are then recorded into the QIP. We feel this approach is authentic and ensures that items within the QIP are genuine and are actively being worked on and known to all staff, rather than items sitting in a document. Beginning in 2022, the Service Leader of Robina Scott has developed a network for the service leaders in the Hobsons Bay City Council area. This has involved developing a community of practice for service leaders and meeting once a term. This meeting and agenda is coordinated by our Service Leader, who invites other members of the wider community to meet with us and offer updates and areas for reflection, such as Maternal and Child Health Nurses, Preschool Field Officer and CALD Engagement Officers. Within the Robina Scott Kindergarten community itself, there is a well embedded focus from leadership on engaging feedback through inviting it, recording this, developing ideas for improvement and then presenting these again to stakeholders to determine courses of action. Quality improvement and self assessment are seen as common and critical functions of how we move forward as a service and happen in formal and incidental ways across each day that we work within the service. Examples of these have recently been with the procurement of resources for programs, the employment of new staff commencing in 2023 and even the development of sustainability improvement and projects.
Educational leadership	Element 7.2.2	The Educational Leader has been granted 8 hours per week of additional non contact time and engages reviewing rosters with the Service Leader to ensure she has proper time and provision to support each group. Our

		<p>Educational Leader and Service Leader work in unison to support one another's functions in a whole service view, however are clear in their roles with staff. This allows our Educational Leader to focus on program, practice and interactions with children and the service's collaborative partnerships with families and our wider community. The Educational Leader has developed and leads staff in a number of ways. She engages with teachers in teacher meetings to support the leadership of groups as educators and facilitators, she provides frequent in house PD opportunities around areas for improvement, such as in sustainability groups or First Nations learning. She also sits individually with team members after observing their practice, strengths and areas to develop and creates strategies for support, namely with the delivery of the planning cycle and the assessment and analysis of learning, and promoting positive interactions - all based on the foundation of relevant documentation, including our service philosophy.</p>
Development of professionals	Element 7.2.3	<p>All staff are engaged in the appraisal process twice a year, once in Term 1 and again in Term 3. Each meeting has slightly different goals, with the term 1 review a chance to reflect on the first term working with a new group of children and potentially a new team. This review identifies goals for the coming year in regard to functions within teaching teams and identifies how leadership can support staff individually as a group in achieving their goals. The Term 3 review has been reflected on and is reviewed yearly by the leadership team. Together a document has been developed that allows staff to identify their strengths and areas for improvement, and use both as tools to develop goals that support them, their teams and the wider service. For example, if a staff member has a strength in critical reflection, they may work with the Educational Leader to deliver resources around this or a team with a staff member who has skills in technology may be paired with another person who does not to encourage skill sharing across the staff.</p> <p>These two documents and their ongoing review develop complex learning and support plans for each member of the Robina Scott team and allow a clear understanding to Leadership of where each person sees themselves and their future aspirations and passions in the service and details the clear strategies of how leadership can offer tools for staff to succeed in achieving their goals.</p>

KEY IMPROVEMENTS SOUGHT FOR QUALITY AREA 7

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
Element 7.1.1	The Leadership of the service continue to reflect on ways to	All staff to link their practice to an area of the philosophy	M	- Leadership to review philosophy together and work with staff to understand	Staff can articulate how the formulation of experiences in	Progress by end of	

	more effectively embed the philosophy in day to day practice	and celebrate how practice demonstrates an authentic philosophical foundation		<p>how each area is represented at RSK</p> <ul style="list-style-type: none"> - Educational Leader to work with teams to link learning experiences, both intentional and emergent, link to the philosophy - Staff begin to clearly articulate the authentic connections between the service philosophy and their program - Staff provide children language that is appropriate for their development around why we learn what we learn, and how this is important in the context Children, Families, Learning Environment, Nurturing the Land and Our Community and/or Collaboration - Staff start to incorporate language around these links in their planning that is displayed to parents - Office and Leadership staff incorporate links to the service philosophy in their communications and the ways in which they work 	their program and/or practice links to the service philosophy	2023, embed by end of 2024	
Element 7.2.1 and	Educational Leader identified a desire to seek further	For Educational Leader to develop relationships and	L	- Educational Leader to attend Hobsons Bay	Teaching staff have greater engagement and connection with	Begin 2023, embed	- Educational Leader attended network meeting in Term 1 2023

Element 7.2.2	networking opportunities and connections with services within the Hobsons Bay Council area.	create a community of practice with surrounding services to share ideas and collaborate as needed.	Educational Leader network meetings each term. - Educational Leader to identify other services that current enrolled children attend during the week and contact to make connections. - Educational Leader support teachers to connect with other services which may include phone, email and/or visits. - Educational Leader to invite Educational Leaders from local services to visit our service and meet to share ideas - Educational Leader to liaise with PSFOs to create a community of practice with local service Educational Leaders in 2024.	the wider ECEC community.	by end of 2024.	- Educational Leader discussed idea to create Ed Leader network group with PSFO March 2023, for implementing moving into 2024.
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