# KANGAROO ISLAND CHILDREN’S SERVICES

## Quality Improvement Plan

## Quality Area 1: Educational program and practice

| Standard/Element | Goal and Priority | Strategies                                                                 | Evidence/Deliverables                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Target Date | Progress/status                                                                                                                                                                                                 |
|------------------|-------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
| 1..2.3           | All staff in all services have systems in place to ensure the EY’s planning cycle is understood and used. | *Focus at staff meetings & T&D for 2012  
*Sara from the Gowrie to come and facilitate whole staff meeting, individual conversations, team leader’s meeting  
*Share current practices & documentation at Team Leader’s meeting  

*Articulating learning- a focus at whole staffing

*Attend Wendy Lee workshops  

*1 team to share a Learning story at each team meeting | *Documented EY’s planning cycle for each service by end of 2012  
All displayed programs, reports etc reflect the EY’s planning cycle  
All staff able to articulate the learning that occurs for individual children with families | Dec 2012 | Sara came 1 evening + 1 day on 12th/13th June  
Staff meeting held on Tuesday, 24th July  
Leeann & Linda attended training  
Agree upon at meeting-
<table>
<thead>
<tr>
<th>1.1.2</th>
<th><strong>Families have the opportunity to provide input into curriculum decision making</strong></th>
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<tbody>
<tr>
<td></td>
<td><em>All families are provided with a “All about me” web at initial enrolment.</em></td>
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<td><em>Information about each child is sent home to families for comment each term.</em></td>
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<td><em>Parents are regularly given the opportunity to talk with staff about their child.</em></td>
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<td>Parent enrolment packs contain about “me” sheets. Each child has an about me sheet which is kept by educators in the child’s folder and used for programming.</td>
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<td></td>
<td>Info’ about each child is sent home each term by each service.</td>
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<td>*Parent information packs in all services contain information about opportunities to talk with staff. *Info’ is displayed in each service about ways parents can talk with staff.</td>
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<td><em>Families are invited in to meet with staff regularly.</em></td>
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<td>End Term 2, 2012</td>
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<td></td>
<td>Completed</td>
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<tr>
<th>1.2.4</th>
<th><strong>All curriculum staff participate in regular individual &amp; group reflection. And evaluation of children’s learning to inform planning.</strong></th>
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<td></td>
<td>• Map out programming/reflection time for each staff member and team. Ensure staffing is allocated for this.</td>
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<td>• Whole staff meetings &amp; team meetings include dedicated time for staff to reflect on &amp; discuss children’s learning.</td>
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<td>All staff have regular rostered reflection time. All staff use reflection sheets in reflection folder/file to record reflections. There is an obvious link between recorded reflections and recorded programs. Minutes of meeting reflect discussions.</td>
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<td></td>
<td>End of term 3 2012</td>
</tr>
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<td></td>
<td>End of term 2 2012</td>
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<tr>
<td>Standard/Element</td>
<td>Goal and Priority</td>
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<td>------------------</td>
<td>----------------------------------------------------------------------------------</td>
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</table>
| 2.2.2            | Review to Healthy Eating Procedures/Policy                                        | • Get latest healthy information  
• Check/combine all relevant healthy eating policies  
• Staff /families complete survey—what do you know/want to know?  
Use funding from Joey Bound grant to employ worker 0-5 yrs/ 5 hours /week to work with children, staff and develop a physical activity resource  
Purchase equipment. | 2 staff have attended Healthy eating workshop  
Info’ from surveys collated and available  
All staff have a copy of the healthy eating policy & procedures  
Active learning Environment data  
A copy of the Active learning resource to be at each service | End Term 2 2012  
End term 3 2012  
End term 4 2013 | Jo & Linda attended  
Jo Davidson employed and equipment purchased. Jo collecting resources for the resource folder |
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</table>
| 3.1.1             | Have a quality KOSHC building and fenced yard | • Work with KICE & KICS Governing Council  
• Trial using Special ed area at school for vacation care  
• Negotiate future opportunities with the school  
Work with Kingscote Kindy/childcare staff to review layout of internal floor space  
*Discuss alternative groupings at Team meetings  
*Set-up file to record issues/strengths for transition  
*Trial different arrangement for age groupings of children at Kingscote LDC/Kindy | GC minutes  
Vacation care operated at Special ed’ area during Julu 2012 holidays  
Nath/Linda meet with Tony  
Space rearranged to suits needs of all children  
Space capacity meets licensing requirements | Continuing  
July  
Term 3  
Term 2/3/4  
Term 3  
Term 1 2013 | • |
| 3.1.2             | All equipment & furniture is organised, safe and easily accessible | • Install storage facilities at KOSHC  
• Reorganise Kindy store room, shed & Toy Library room room  
• Storage audit  
• Tidy-up Sunday  
• Employ CC worker 2 hrs Fridays-organise & clean equipment (including shed)-Review lists for end | New storage facilities in place at KOSHC and equipment stored safely & efficiently  
All equipment accessible & identifiable  
Shed organised  
Cupboards clean & organised Anna employed | End of term 4 2012  
End term 3 2012  
week 6  
term 2 | • |
| 3.1.3 | Natural materials are sourced and used outdoors for multiple uses | • Source logs, shells, building sticks, plants to develop area by side fence | • 1 person to attend outdoor learning T&D
• Investigate resource ideas
• Work with Team leaders to create, source & setup areas | Term 3 2012 Dec 2012 | Completed (ongoing) |
| 3.1.4 | To have many materials accessible both inside & out, to meet all children’s needs | • Work with Grant employee & team leaders to create plans | • Data from active learning environments (RRR)
Back packs, outdoor hanging storage | Dec 2012 | |
<p>| 3.2.2 | Ensure under 2’s have access to natural materials for play | • Work with &amp; team leaders &amp; staff to create plans | • Data from active learning environments (RRR) | Dec 2012 | |</p>
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| 4.1             | Ensure staffing arrangements enhance all children’s learning & development | • Investigate staffing arrangements in other integrated centres.  
• Work with Pam Lutze to explore innovative ideas for integrating Kindy/childcare staff  
• Explore concept of a kitchen staff | Visited Goolwa Children’s Centre | | |
| 4.2.2           | Reflective practise is embedded into all planning & programming for each child | • Whole staff meetings  
• Templates developed  
• Agenda item at individual team meetings  
• Work with team leaders to incorporate into all performance plans | Agenda/minutes show discussion  
Templates for all staff & in induction packs for staff  
Agendas/minutes show inclusion  
Staff surveys show reflective practise used by all staff  
All performance plans show reflective practises | | |
| 4.2.3           | The performance of all staff is supported through individual performance plans & reviews | • Nathalie to share her performance plan with team leaders & share template for them to use  
• Calendar setup for all performance plan meetings | Documentation  
All staff have an up to date performance plan | Week 3  
term 2  
2012  
End term 3  
2012 | |
| 4.3.4           | Interactions between staff are strength based and convey mutual respect | • Reinvigorate staff feedback strategy  
• Strengthen staff social club & events  
• Put feedback process into staff induction pack | Staff survey reflects goal  
Nath’s welcome  
Sandy’s farewell | | |
|                 |                  |            | Induction packs contain positive feedback slips & instructions | End Term 4  
2012 | |
Quality Improvement Plan  (add additional pages if required, and within the 15 page limit)

## Quality Area 5: Relationships with children

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| 5.3              | All staff are confident in guiding children’s behaviour and interactions | • Explore system from Goolwa Ch’ns Centre of Thumbs downs and Thumbs ups  
• Nath to run Learning Dispositions workshop  
• Sara from Gowrie Training Centre to run staff meeting & mentoring on linking dispositions & knowing the child to behaviour management | All Kindy children aware & using the thumb system  
All Kindy parents aware of thumb system  
All staff have increased understanding of “learning dispositions”  
Respect system in place in all services  
All staff understand “learning Dispositions-how they relate to behaviour-T&D feedback sheet  
Staff feedback sheet & minutes from meetings | End Term 2 2012 | Week 3 term 2 2012 | June 2012 |
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| 6.1.1           | Systems are in place to ensure all families receive comprehensive enrolment information | • Update enrolment packs  
• Have Kindy information session for all families each term. | Enrolment packs reflect partnership approach with families                   | End term 2 2012 |                 |
| 6.1.2           | Families have opportunities to be involved in the program                         | • Have survey in enrolment packs about parents interests, skills, culture etc  
• Use this information to regularly ask individual families to be involved  
• Explore family literacy opportunities eg reading, literacy packs  
• Hold a family involvement event at least once a term | Enrolment packs  
Parent surveys  
Regional family literacy data  
Book borrowing system  
Literacy Kit  
Borrowing system  
Dad’s night  
Mum’s night  
Xmas present night  
End of year party | Term 4 2012  
June 12’  
Aug 12”  
Nov’  
Dec’ | Successful |
| 6.2.1           | Ensure all families are able to share in the decision making for their child’s learning & development | • Develop sustainable playgroups at Kingscote, Penneshaw, Parndana & Western End  
• Send home information about children’s progress to get feedback  
• Communication books for ch’n who travel by bus from Kingscote Kindy  
• Meet individually with all families during their time in care/kindy | Playgroups operating  
Children’s sharing books  
Communication books  
Enrolment & term 1 interviews held for all families  
Parent surveys  
Number of parents who attend the meeting | Term 3 2012  
End term 1 2012  
Start  
Term 3, 2012  
Term 3 2012 |                 |
<table>
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<tbody>
<tr>
<td>7.2.3</td>
<td>All new staff (including relief) participate in a documented induction process</td>
<td>Induction packs organised</td>
<td>New Staff feedback</td>
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<td>Staff allocated to conduct induction</td>
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<td>7.6.1</td>
<td>Information about EYLF, MTMP are given &amp; displayed for families</td>
<td>*Article in each newsletter</td>
<td>Newsletters, displays, enrolment</td>
<td>End of Term 3 2012</td>
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<td></td>
<td></td>
<td>*Displays in foyer for families</td>
<td>packs</td>
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<td></td>
<td></td>
<td>*Information in enrolment packs</td>
<td>Parent surveys</td>
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<td></td>
<td></td>
<td>*Evidence in all chn’s portfolio books</td>
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