

Warradale

Kindergarten



Quality Improvement Plan 2017

Service details

Service name	Service approval number
Warradale Kindergarten	SE-00011102
Primary contact at service	
Cheryl Macklin- Director	
Physical location of service	Physical location contact details
Street: Corner Cairns Ave & Wyndham St Suburb: Warradale State/territory: SA Postcode: 5046	Telephone: 08 8296 1035 Mobile: 0403 606 591 Fax: 08 8358 1815 Email: dl.3698.leaders@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Department of Education and Child Development (DECD) Ann-Marie Hayes Telephone: 08 82261000 Mobile: Fax: 08 8226 0159 Email: DECD.NQFEnquiries@sa.gov.au	Name: Cheryl Macklin Telephone: 08 8296 1035 Mobile: 0403 606 591 Fax: 08 8358 1815 Email: Cheryl.Macklin828@schools.sa.edu.au
Postal address (if different to physical location of service)	
Street: Suburb: State/territory: Postcode:	

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided.

For centre-based services, this does not include non-contact hours for staff. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. Round times to the nearest quarter of an hour.

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

For family day care services or multi-site services, please provide the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 1	8:30 – 15:00	8:30 – 15:00	8:30 – 15:00	8:30 – 15:00	8:30 – 12:30		

Additional information about your service

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

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

- DECD school term dates apply
- Student Free Day Thursday 13th April and Wednesday 17th May
- Partnership Meetings week 2 and 4 each term
- Director administration day every Thursday and alternate Wednesdays (odd weeks)

How are the children grouped at your service?

- GROUP A: Monday, Tuesday (8.30 – 3.00) and alternate Fridays odd weeks (8.30 – 12.30)
- GROUP B: Wednesday, Thursday (8.30 – 3.00) and alternate Fridays even weeks (8.30 – 12.30)

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

Nominated Supervisor – Cheryl Macklin, Director

Service statement of philosophy

Statement of Philosophy—Warradale Kindergarten

Children - We believe

- The rights of children are paramount.
- Each child is unique and has individual rights.
- That children are capable and resourceful learners who are active contributors to their own learning.

Learning environment—We believe

- In play based learning based on the on the principles of EYLF.
- In creating a learning environment where children feel safe, laugh, explore, communicate, play, have fun and where children can be children.
- Children play/learn best in a supportive environment which fosters curiosity, creativity, positive self-esteem, social competence, independence, wellbeing, risk taking, communication and skills which prepare them for lifelong learning.

Families and Communities—We believe

- In a welcoming environment where children, families and staff feel a sense of belonging.
- In mutually respectful and caring relationships between staff, children and families.
- The role of parents and families are respected and we recognise that parents and families are the child's most influential educators.
- That trust, respect and collaboration form the basis for strong partnerships between families and staff.

Educators—We believe

- Staff are committed to working for the best interests of the children and their families.
- In working together to create positive outcomes for all children.

- Staff are professionals who seek to continuously improve their practice and reflection.

The Philosophy and Values were developed in April 2013. Educators came together and delved deeply into their values, beliefs and pedagogy, also looking at DECD guidelines and other Kindergarten philosophies. After much collaboration, the Governing Council endorsed the philosophy.

The Kindergarten will be reviewing the philosophy in 2017 and have already begun this process with educators considering their top 3 to 5 beliefs, values, priorities or theories that underpin their work with children. This will help us to develop a shared vision that will guide our work throughout the year. A priority is to have deep level involvement from the families and Governing Council in reviewing and developing the new Statement of Philosophy.

Service context statement

Ninna Marni

(A Kurna word for "hello, how are you?")

Warradale Kindergarten is located on the traditional lands for the Kurna people and we respect their spiritual relationship with their Country. We also acknowledge the Kurna people as the traditional custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kurna people today.

Warradale Kindergarten is in the Marion Council area near a large regional shopping and business centre. It is operated by the Department of Education and Child Development (DECD) and is part of the DECD Holdfast partnership. In this partnership we have 5 Primary schools, 1 high school and 8 preschools.

Warradale kindergarten is situated in a suburban street surrounded by family homes and next to a community tennis club and a small park.

Although many of our children live locally, the centre also provides a service to some families living outside the local area. This means that some of our feeder schools are not local schools. Our biggest schools that we feed to are Brighton Primary School and Warradale Primary School. Some other schools include Christ the King, Stella Maris, Glenelg and Paringa as well as several other scattered schools.

We cater for families from a diverse range of socio-economic situations. We have high proportions of working parents. Some of the children that attend Warradale also attend other care e.g. childcare, grandparents.

The community consists of a majority of families of Anglo-Australian background; however, we have had an increase in children from various cultural backgrounds. In 2016 we celebrated 12 different ethnicities (Indian, Arabic, Chinese, Swiss, Indonesian, Aboriginal, Filipino, African, Melanesian, Greek/Lebanese, Irish and English) and had 15 different home languages spoken (Punjabi, Arabic, Mandarin, Pitjantjatjara, Hindi, Gujarati, Marathi,

Telugu, German, Filipino, Greek, Yoruba, Pidgin, Bangla and English). We had over 20 children with English as a second language, with many accessing Bilingual Support. Within our educational team we had educators that speak Arabic, German and Mandarin. We also had 3 children accessing Preschool Support for speech needs.

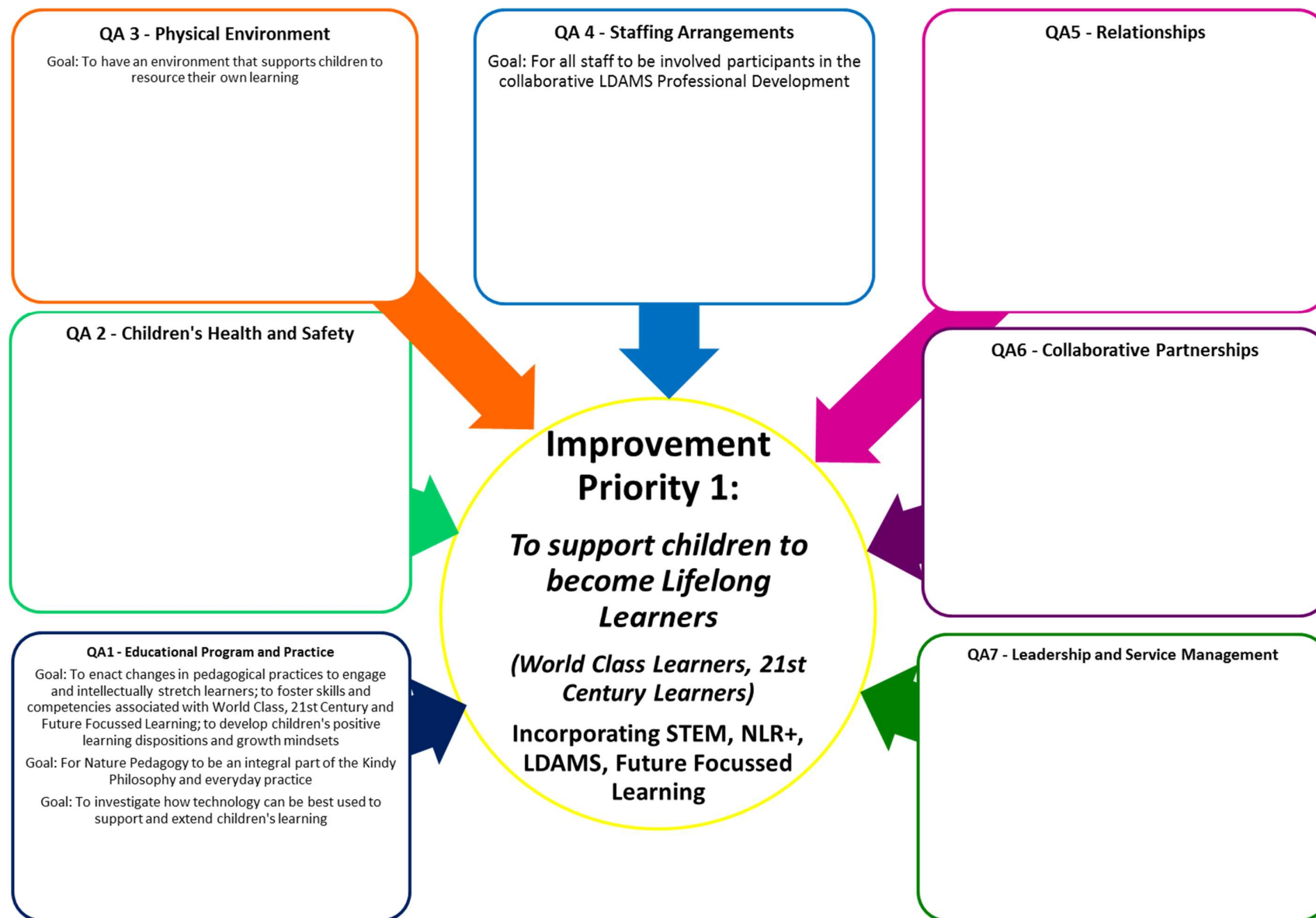
There is a continuing commitment by families to be on Governing Council and to attend Family Events. At each event we have had great attendance and community support. In 2016 we had Obstacle-a-thon, art show, movie night, and Kindy graduation celebration. During the year we have had lots of community involvement. This has included celebrating children's cultures and dressing up in traditional costumes, excursion to patch theatre to see Emily loves to Bounce, visits from Marion council on recycling and worm farms, visits from Marion library, a visit from Bunnings to help us with our veggie garden as well as an excursion to Bunnings. During the year we had OT students from Uni SA and work experience students from various high schools.

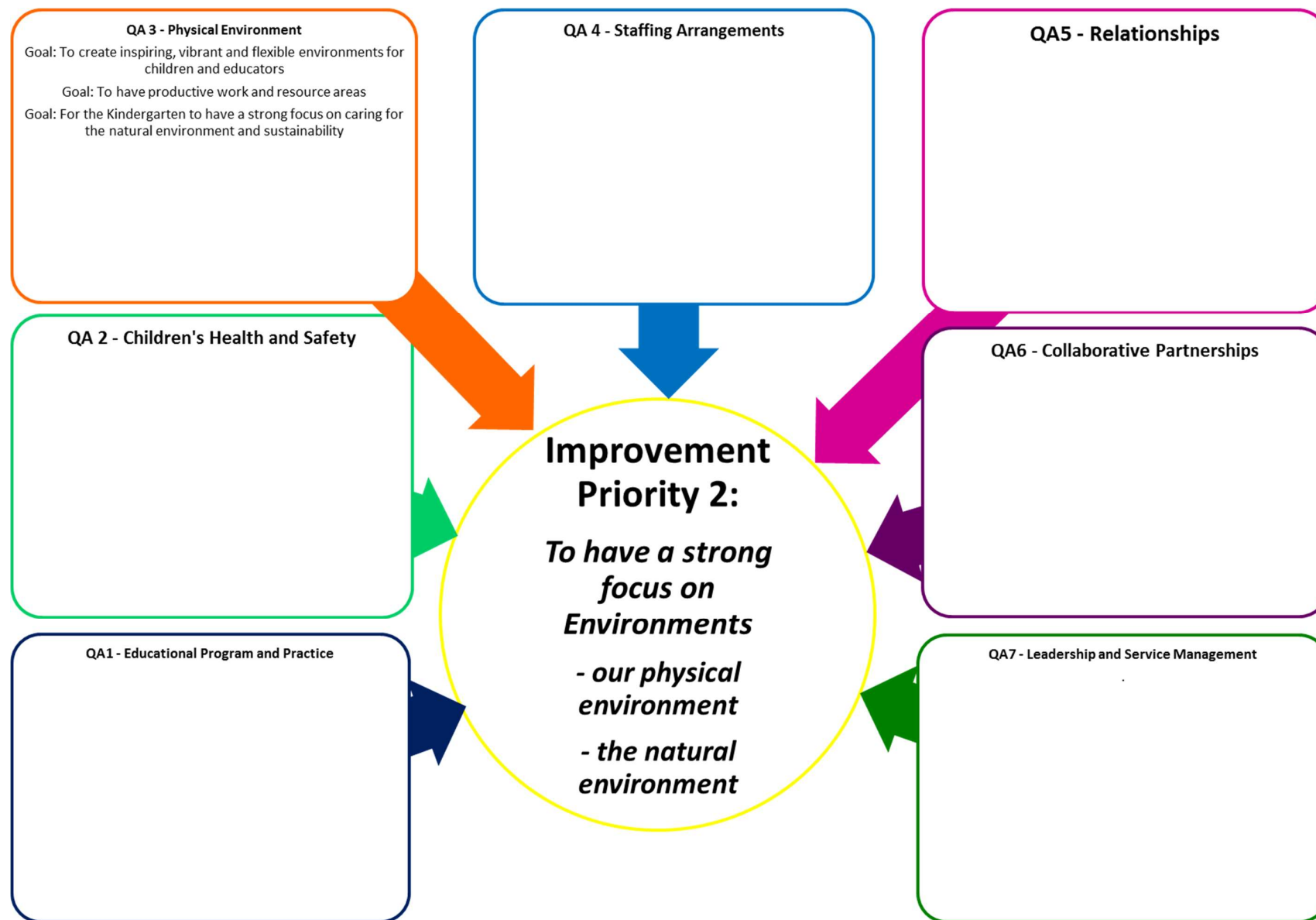
In 2016 a new Director was appointed to the Kindergarten, apart from this staffing has been consistent for the past 3 years.

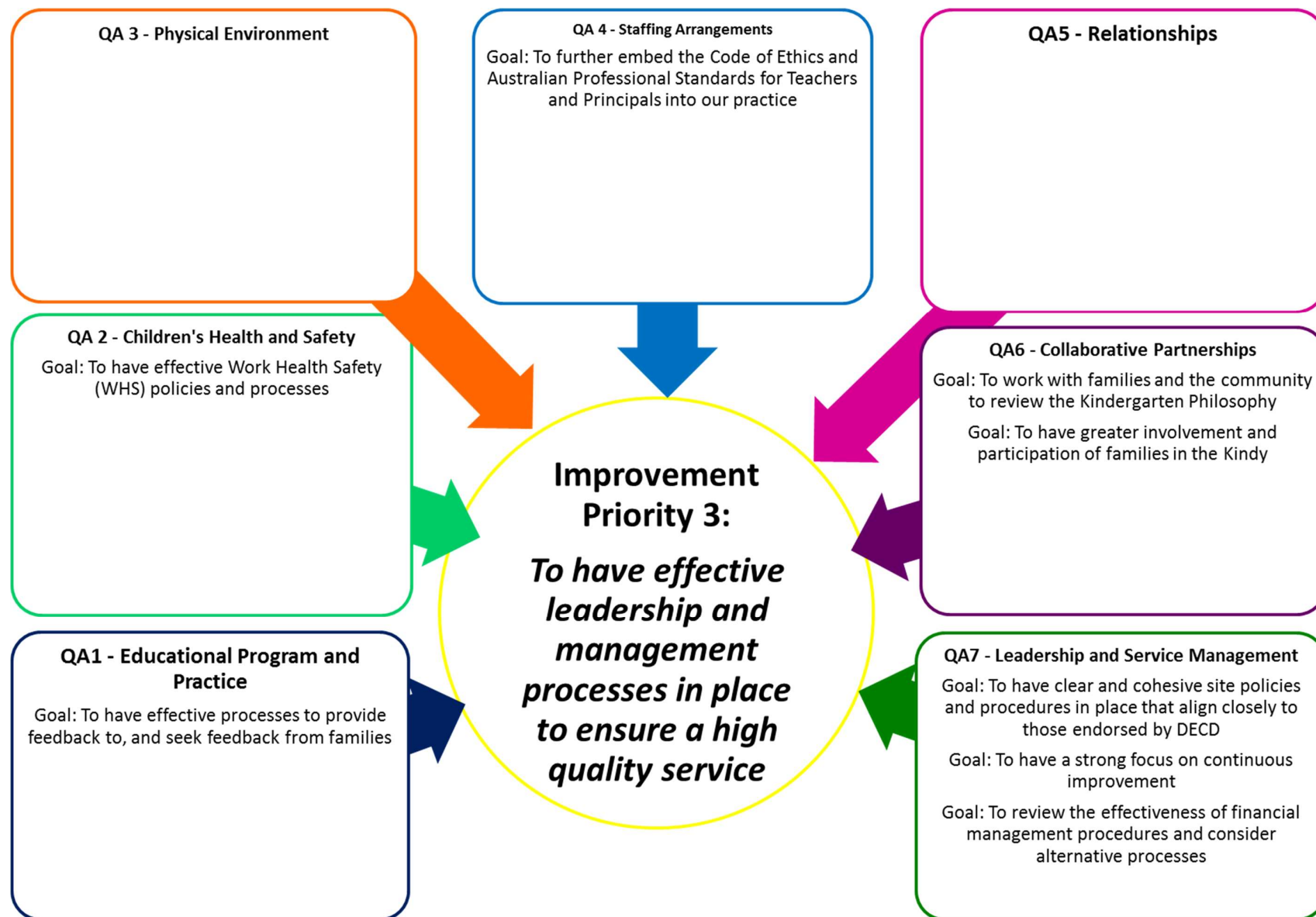
Warradale Kindergarten is a full time Centre with the equivalent of 2 full time teachers with a full time ECW. In 2017 Warradale Kindergarten is staffed by a full time Director, Cheryl Macklin; 1 full time contract teacher, Amy Martin (the permanent teacher is on Long Service Leave); a Universal Access Teacher (0.4) Libby Mills; and a full time Early Childhood Worker, Akhlas Alazawi. The kindergarten also employs Felicity Sharpe as a Preschool Support worker and to support lunch care.

Parent survey data reveals that families have a high level of satisfaction with educators at Warradale kindergarten. After analysing the results of the 2016 Parent Survey there was 3 standout areas relating to staff, which all receive 100% satisfaction (agree plus strongly agree): Staff at the preschool are friendly and welcoming to children and families; Staff interact with children in a warm, responsive and caring manner; My child is made to feel secure, confident and included at preschool.

Our Educators are committed to providing an inclusive Kindergarten that is welcoming, educative and caring - a high quality early childhood service offered to all participating families.







IMPROVEMENT PRIORITIES AND IDENTIFIED ISSUES

Improvement Priority 1:	To support children to become Lifelong Learners (World Class Learners, 21st Century Learners) - Incorporating STEM, Numeracy Literacy Results Plus (NLR+), Learning Design, Assessment and Moderation Strategy (LDAMS), Future Focussed Learning
Identified issue	All educators hold high importance on children becoming lifelong learners, however our knowledge and understanding on how best to do this is an area for deep consideration. All of the Partnership priorities and DECD new directives align with this and we need to think deeply about how everything fits together in regards to our context. This improvement priority will be a long term focus, continuing and evolving over the coming years.
Improvement Priority 2:	To have a strong focus on Environments - our physical environment and the natural environment
Identified issue	When undertaking our self-review, all educators identified the physical environment as having a big impact on their work, as well as the outcomes for children. The physical environment was also identified as an area for improvement in the Parent Opinion Survey. The EYLF identifies the importance of the Learning Environment and we all want to make improvements in this area. The natural environment and the issue of sustainability fits in with our first improvement priority. It was also one of the two standards that we received meeting for in the 2016 Assessment and Rating process.
Improvement Priority 3:	To have effective leadership and management processes in place to ensure a high quality service
Identified issue	As a new Director coming into the Kindergarten at the start of 2016, I observed a number of Leadership and Management processes that could be reviewed, assessed and redesigned to support the Kindergarten to be more efficient, effective and reflective. This focus needs to continue into 2017 to assist the Kindergarten to deliver a service of exceptional quality. This was also one of the two standards that we received meeting for in the 2016 Assessment and Rating process.

Quality Improvement Plan for QA1

Summary of strengths for QA1

Strengths

The Kindergarten program is based on all of the elements of the Early Years Learning Framework. The EYLF guides the development of the program along with the assessment of the program and of the children's learning. The program is also based on elements of the Reflect, Respect, Relate document, the Indicators of Preschool Numeracy and Literacy and our Statement of Philosophy.

We use an inquiry approach to learning, where children's knowledge, interests and ideas are followed and extended. This encourages participation by all children in the Kindergarten program. We promote play as the vehicle through which children learn and use play to support children's numeracy and literacy development.

We are regularly reviewing our programming cycle and trialling new ways to plan, assess and document children's learning. Our current program is evaluated every week and at the end of term. This allows for ideas, interests and experiences from the program to be followed up, and extended. Weekly staff meetings give educators time to discuss the program and individual children's learning and to make curriculum decisions around these, as well as a chance to reflect on their own learning and development. We call our staff meetings "Thinking, planning and reflection meetings" as we want these concepts to be the focus. In these meetings we discuss our Individual Evaluations and Reflections - What worked well and why and what was a challenge and how can it be improved? We consider Individual children's possible lines of development (PLOD) – What are we planning to implement or follow up and how will we support individual children? We reflect on our Programming, Planning and Assessment – what ideas do we have and what are educators working on? We reflect on and review our environment – what changes, additions, ideas do we have? We discuss our Performance Development Plans – how are we working towards our goals? We discuss the NQS – what are we working on and where to from here? We conclude the meeting with any other general items/issues such as WHS/ Professional development etc., before finalising our planned experiences for the following week, taken from PLOD, reflections and observations of the previous week/s. At the end of each

term we reflect on the group of children and develop term learning intentions, that guide the bigger picture learning goals that we as educators feel is important and relevant for the cohort.

Documentation and the tracking of children's learning is done in a variety of ways, and again, is reviewed regularly to assess the effectiveness. All educators write jottings and observations that are linked to an EYLF outcome. These observations form part of each child's observation and assessment record. Along with each term's jottings, we are using the Indicators of Preschool Numeracy and Literacy circles to track children's growth and development in these areas. Educators are beginning to become more familiar and confident writing learning stories for children and these help make children's learning more visible, particularly to children and their families. Each child has a photo album which we use in many ways, e.g. child reviews, parent conversations, learning stories and a learning portfolio where we collate work samples and evidence of their learning. This is always accessible for families to view. This year we are trialling a new summative report format to help better track and monitor children's growth and learning as well as provide better feedback to families. All children will receive a Learning Journey report each term. This report includes a summary of the child's learning detailing what learning has been happening, what learning dispositions have been displayed and the child's strengths and interests; as well as the educator's ideas on where to go next, detailing what we will do next to support and extend the child, what learning dispositions we will foster and what opportunities we will provide to support the child's growth. The report also includes the child's voice and the family voice. In term 2 we will use this report during parent teacher meetings to design an Individual Learning Plan for each child. In term 3 we will be supporting the children to review their learning and set their own learning goals. We will encourage the children to talk more about the 'how' (the thinking and learning that they do) rather than just 'what' they do (the activity). This promotes child engagement in their learning as well as self-reflection, which requires higher level thinking and will be an important skill to support children throughout their lives.

Related Improvement Priorities

Improvement Priority 1:	To support children to become Lifelong Learners (World Class Learners, 21st Century Learners) - Incorporating STEM, NLR+, LDAMS, Future Focussed Learning
Identified issue	All educators hold high importance on children becoming lifelong learners, however our knowledge and understanding on how best to do this is an area for deep consideration. All of the Partnership priorities and DECD new directives align with this and we need to think deeply about how everything fits together in regards to our context. This improvement priority will be a long term focus, continuing and evolving over the coming years.
Improvement Priority 3:	To have effective leadership and management processes in place to ensure a high quality service
Identified issue	As a new Director coming into the Kindergarten at the start of 2016, I observed a number of Leadership and Management processes that could be reviewed, assessed and redesigned to support the Kindergarten to be more efficient, effective and reflective. This focus needs to continue into 2017 to assist the Kindergarten to deliver a service of exceptional quality. This was also one of the two standards that we received meeting for in the 2016 Assessment and Rating process.

Improvement Plan for QA 1

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
<u>1.1</u> <u>1.2</u>	To enact changes in pedagogical practices to engage and intellectually stretch learners; to foster skills and competencies associated with World Class, 21st Century and Future Focussed Learning; to develop children's positive learning dispositions and growth mindsets	H	<ul style="list-style-type: none"> Engage in learning and professional development focussed on engagement; intellectual stretch; World Class, 21st Century and Future Focussed Learning; positive learning dispositions and growth mindsets Utilise Numeracy Literacy Results Plus, the Learning Design, Assessment Moderation Strategy and other DECD and Partnership initiatives with the above as a focus Provide educators time and processes for deep learning, and reflective practice to discuss the changing nature of their own pedagogy As a team consider all of the above aspects and how they relate to our context Design and implement the pedagogical changes needed Constantly review and reflect on these 	<ul style="list-style-type: none"> Educators will have a greater knowledge and understanding of engagement; intellectual stretch; World Class, 21st Century and Future Focussed Learning; positive learning dispositions and growth mindsets Educators will have made changes to their pedagogical practice and will be able to articulate what these changes are and the reasons behind them Children will be able to articulate some of these aspects, particularly learning dispositions and growth mindsets Engagement; intellectual stretch; skills and competencies associated with World Class, 21st Century and Future Focussed Learning; positive learning dispositions and growth mindsets would be evident in the program and day to day practices 	<ul style="list-style-type: none"> Ongoing for the next 2 – 3 years 	

			changes and incorporate into Improvement Plans			
<u>1.1</u> <u>1.2</u>	For Nature Pedagogy to be an integral part of the Kindy Philosophy and everyday practice	H	<ul style="list-style-type: none"> ▪ Research the benefits of Nature Play and promote these to families and the community ▪ Explore other forms of Professional Development to further develop educator's knowledge and skills in implementing a Nature Pedagogy ▪ Provide educators time and processes for reflective practice to discuss the changing nature of their own pedagogy ▪ Network with other sites that are implementing a Nature Pedagogy e.g. Netley Kindergarten, The Grove Kindergarten, and Blackwood Community Child Care Centre and Kindergarten ▪ Make connections between how we will implement a Nature Pedagogy inside, outside and beyond ▪ Explore the possibility of implementing a Bush Kindy Program (connect with Barmera 	<ul style="list-style-type: none"> ▪ Educators will be able to articulate 1 or more main benefits of Nature Pedagogy ▪ Families would have received information about the benefits of Nature Play in a Newsletter. This information would also have been passed onto the wider Community. ▪ Educators will have an increased knowledge and confidence in Nature Play and Pedagogy. ▪ An educator will have made contact with at least one other site and explored other perspectives on Nature Play. ▪ The Kindergarten will have started to develop a document on how Nature Play is connected within the 3 environmental areas. ▪ The Director would have documented discussions with different agencies, to support further exploration into implementing a Bush Kindy program 	<ul style="list-style-type: none"> ▪ Investigate options for other relevant PD at the start Term 2, 3 and 4 ▪ Make a new network connection by 8th July ▪ Develop a plan for Nature Pedagogy at Warradale Kindergarten by 15th December ▪ Bush Kindy investigations to have begun by 15th December 	

			Kindergarten and Blackwood Kindergarten)			
<u>1.2</u>	To investigate how technology can be best used to support and extend children's learning	M	<ul style="list-style-type: none"> ▪ Engage with research and literature relating to ICT in the Early Years ▪ As a team discuss our own views and beliefs and link to the research and literature ▪ Look into what technology could be incorporated to support children's learning ▪ Support educator's knowledge and confidence with using different forms of ICT ▪ Trial different forms of technology and assess their effectiveness 	<ul style="list-style-type: none"> ▪ New forms of technology will be evident in the kindy program ▪ Educators will be able to use technology to support and extend children's learning ▪ Children will be using different forms of technology to extend their learning 	<ul style="list-style-type: none"> ▪ Research and learning to be investigate by 16th October ▪ Begin trialling and assessing different forms of ICT throughout Term 4 	
<u>1.1</u> 1.1.4	To have effective processes to provide feedback to, and seek feedback from families	H	<ul style="list-style-type: none"> ▪ As a team review how we provide feedback to, and seek feedback from families ▪ Ask for feedback from families and Governing Council ▪ Talk with other sites about how they do this ▪ Design and trial new ways and assess the effectiveness 	<ul style="list-style-type: none"> ▪ Positive comments will be noted on the parent opinion survey ▪ There will be more input from families and greater communication between educators and families 	<ul style="list-style-type: none"> ▪ Review and feedback by 30th July ▪ Trial and assess new ways in Terms 3 and 4 	



Quality Improvement Plan for Q2

Summary of strengths for QA2

Strengths

Work Health and Safety (WHS) is a priority at our site.

The South Australian Department of Education and Child Development (DECD) provides clear and effective policies relating to the health and safety of young children. They also provide the computer systems, Safety, Task and Action Reporting (STAR), which allows site supervisors to monitor tasks to be completed in relation to health, safety and WHS factors; and Incident and Response Management (IRMS), which allows sites to keep detailed logs of critical incidents, injury incidents, security incidents and notifiable incidents.

We have a health and safety representative (HSR) and the Director regularly attends training relating to WHS. Educators are trained in first aid, anaphylaxis, asthma, Responding to Abuse and Neglect, Child Protection Curriculum and have a sound knowledge of policies of the site and DECD. Regular emails are sent by the Director to educators in regards to WHS and educators have access to Learnlink, DECD newsletters and other relevant web sites. WHS is discussed at all staff meetings and educators, including relief educators, are inducted into the site before or on their first shift. We have a confidential communication diary where information can be shared which may relate to safety or wellbeing issues.

Parents are given a variety of information at parent meetings about policies, routines etc. They are given a detailed handbook with contact details so they can ask questions at any time. Governing Council meetings are held where health and safety aspects are explored and discussed. The fortnightly newsletter regularly discusses issues relating to children's health and safety.

The Kindergarten has developed a comprehensive list of policies and procedures ensuring the health and safety of children as well as forms and documentation to support these policies. These are compiled in two clearly labelled folders - Site Safety and Policies and Procedures, and are located in a prominent position for easy access by educators, families and other users of the Kindergarten.

Child records are collected on enrolment and if children have any additional needs a meeting can be arranged. Copies of children's health care plans are stored in their file, in the 'Children's Health Needs Folder' and in the child's individual medication box, which is stored on a high shelf in the kitchen. An Awareness List detailing individual children's Dietary, Cultural, Religious, Health, Allergies and Custody needs are displayed discretely on the side of the fridge, in the office and in the induction folder. Children's health needs are reviewed regularly with families through informal conversations. We encourage children to take some responsibility for their needs by knowing what they are, what strategies they need to follow and articulating their needs to others.

Educators encourage healthy eating and physical activity through curriculum planning, emails and information given to families. Cultural and lifestyle choices are always respected. Physical education and opportunities for children to exercise are available to children every day. In our curriculum we plan for healthy lifestyles and are well resourced to support the implementation of such learning. Hygiene is promoted through the curriculum, policies and information to parents, as well as being regularly discussed with the children, informally and at group times. When there has been an accident or illness, educators take the time to talk with parents about this and have them sign the injury and illness record. We have an injury and illness log, to help to review the amount and types of incidents that are occurring and to plan any improvements that may be required.

Emergency Management Plans are reviewed every year and the emergency procedures are displayed near exits and in the induction folder. Emergency drills are practiced regularly and recorded on the Emergency Evacuation Drill record. Benefit Risk Assessments are undertaken for excursions, for regular outings and certain activities and experiences. These are reviewed regularly. This year we hope to include the children more in developing the Benefit Risk Assessments, supporting them to become more responsible for their own safety and wellbeing.



Related Improvement Priorities

Improvement Priority 3:	To have effective leadership and management processes in place to ensure a high quality service
Identified issue	As a new Director coming into the Kindergarten at the start of 2016, I observed a number of Leadership and Management processes that could be reviewed, assessed and redesigned to support the Kindergarten to be more efficient, effective and reflective. This focus needs to continue into 2017 to assist the Kindergarten to deliver a service of exceptional quality. This was also one of the two standards that we received meeting for in the 2016 Assessment and Rating process.

Improvement Plan for QA 2

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1 2.1.3 2.1.4 2.3 2.3.2 2.3.3	To have effective Work Health Safety (WHS) policies and processes	H	<ul style="list-style-type: none"> Review, update and/or develop all necessary policies and procedures relating to children's health and safety <p>S.T.A.R SYSTEM</p> <ul style="list-style-type: none"> Work with HSR to complete all tasks on the STAR System by the due date <p>HYGIENE AUDIT</p> <ul style="list-style-type: none"> Record all of the daily hygiene procedures for the Kindergarten Use these to develop a Hygiene Audit Educators are assessed using the audit tool every term <p>HAZARDOUS CHEMICALS</p> <ul style="list-style-type: none"> Review DECD Hazardous Substances Procedure Document. Conduct a check of all of the chemicals and hazardous substances stored at the centre. Correctly dispose of any unnecessary substances Update the Hazardous Substances Register. Obtain any missing MSDS. 	<ul style="list-style-type: none"> All necessary policies will be current All educators will be assessed as competent in Hygiene Audit tool every term 100% of chemicals will be recorded in the Hazardous Substance Register and all will have an up to date MSDS. 	<ul style="list-style-type: none"> Policies reviewed by 30th September Delegate STAR tasks at the start of Term 2, 3 and 4 Audit tool to be developed by 25th July Hazardous Substances register and MSDS to be up to date by 1st June 	

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths

Warradale kindergarten is well resourced and has facilities that are appropriate for young children. We have a store room and several sheds full of developmentally appropriate equipment for children aged 3, 4 and 5. The resources we have support all of the learning outcomes in EYLF.

The outdoor area is a good size and has a variety of areas for children to play and explore. We have been working towards making this space as natural as possible. We have natural art, natural garden beds and big shady trees. We have a large and small lawn, vegetable pots, large bark chipped area, a two tiered platform, a sandpit, swings and 2 verandas.

Inside we have a large wet area, children's bathroom, with appropriately sized toilets and basins, adult bathroom, storage room, kitchen, group time room, sunroom and office. The large indoor area can be easily redesigned to create spaces and areas for children to play and learn. The indoor area opens out to a verandah with café blinds where children can play and engage in activities such as easel painting and woodwork without interference from the elements. We do not have laundry facilities but have a roster to ensure towels, smocks etc. are washed on a regular basis. The building is air conditioned and heated. The office has all the equipment necessary to run a kindergarten e.g. computer, photocopier, phone line, fax, filing storage etc. Educators can also withdraw for their breaks with a lunch table and chairs to sit on.

Having such great facilities means that we can provide opportunities for children to participate in a wide range of experiences e.g. creative, social, sensory, and physical. We have facilities to encourage technology developments with a computer area and Smartboard.

Sustainable practices are encouraged e.g. we have a recycling bin, compost bin and worm farm. We have lots of planting boxes and plant healthy food with the children which we then use to cook with. We have books, posters, puzzles and procedures for saving water and teach children to learn about the environment. Each year the Marion council will visit the children to teach them about recycling and worm farming.

Our building is owned by Marion council but is maintained by DECD. Furniture and equipment is well maintained. The Kindergarten uses the maintenance hot line to address any repairs etc. that need to be made to the building or outdoor area. The building is cleaned every night and the carpets steamed cleaned each holidays. The lawns and gardens are regularly maintained by a gardener.

Related Improvement Priorities:

Improvement Priority 1:	To support children to become Lifelong Learners (World Class Learners, 21st Century Learners) - Incorporating STEM, NLR+, LDAMS, Future Focussed Learning
Identified issue	All educators hold high importance on children becoming lifelong learners, however our knowledge and understanding on how best to do this is an area for deep consideration. All of the Partnership priorities and DECD new directives align with this and we need to think deeply about how everything fits together in regards to our context. This improvement priority will be a long term focus, continuing and evolving over the coming years.
Improvement Priority 2:	To have a strong focus on Environments - our physical environment and the natural environment
Identified issue	When undertaking our self-review, all educators identified the physical environment as having a big impact on their work, as well as the outcomes for children. The physical environment was also identified as an area for improvement in the Parent Opinion Survey. The EYLF identifies the importance of the Learning Environment and we all want to make improvements in this area. The natural environment and the issue of sustainability fits in with our first improvement priority. It was also one of the two standards that we received meeting for in the 2016 Assessment and Rating process

Improvement Plan for QA 3

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
<u>3.2</u>	To have an environment that supports children to resource their own learning	M	<ul style="list-style-type: none"> ▪ Review current play spaces and equipment used in these areas ▪ Consider table set ups inside – are they promoting equity and inclusion? ▪ Develop a wish list of open ended resources that can be added to enhance children's learning in these areas ▪ Develop inside resource trolleys as well as outdoor resource trolleys for children to access ▪ Look to redesign some storage areas so that children can access activities independently 	<ul style="list-style-type: none"> ▪ Children will show higher levels of engagement and creativity in the learning environments, using RRR scales as an indicator 	<ul style="list-style-type: none"> ▪ Review spaces and develop wish list and resource trolleys by 8th July ▪ Redesign resource areas by 16th December 	
<u>3.2</u>	To create inspiring, vibrant and flexible environments for children and educators	M	<ul style="list-style-type: none"> ▪ Explore the Rating Observation Scale for Inspiring Environments (ROSIE), RRR Active Learning Scale and collect some research into inspiring spaces, also taking into consideration thoughts and ideas from children and families 	<ul style="list-style-type: none"> ▪ Children will show higher levels of engagement and creativity in the learning environments, using RRR scales as an indicator 	<ul style="list-style-type: none"> ▪ Research Inspiring Environments by 29th September ▪ Plans for redesign of learning areas to be underway by 15th December 	

			<ul style="list-style-type: none"> ▪ Start an inquiry Floorbook, exploring the children's ideas on our learning environments ▪ Redesign the inside and outside environment. <p>NATURE SPACES</p> <ul style="list-style-type: none"> ▪ Consider how we can create more nature spaces both inside and outside ▪ Develop a wish list of natural resources, equipment and furnishings ▪ Ask families and the community for donations or try and source second hand before purchasing new items. 		<ul style="list-style-type: none"> ▪ Nature Spaces to be explored and some aspects implemented by 15th December 	
3.1 3.1.1	To have productive work and resource areas	M	<ul style="list-style-type: none"> ▪ Declutter all areas ▪ Review all storage spaces and see how they can best be utilised. ▪ Purchase any new resources and equipment that will support the areas to be more productive and useable 	<ul style="list-style-type: none"> ▪ Work areas will be well organised with clear labels ▪ Work areas will meet WHS standards 	<ul style="list-style-type: none"> ▪ By 30th September 	
3.3 3.3.1 3.3.2	For the Kindergarten to have a strong focus on caring for the natural environment and sustainability	M	<ul style="list-style-type: none"> ▪ Do a waste audit and make improvements from this ▪ Engage the children and families in waste education using resources from NRM, Zerowaste and KESAB. ▪ Look at the Zerowaste program 'Nude Food' ▪ Utilise the vegetable gardens to encourage both healthy and sustainable eating ▪ Add different bins to the children's meal areas to 	<ul style="list-style-type: none"> ▪ Landfill at the site will be reduced ▪ Children will have a greater understanding of waste management ▪ Sustainability will be more embedded in our practices 	<ul style="list-style-type: none"> ▪ By 15th December 	

			<p>support them to sort their scraps and rubbish</p> <ul style="list-style-type: none"> ▪ Talk with Blackwood Community Child Care about embedding sustainability, in particular how to implement all natural products for cleaning ▪ Support children to be aware of how things impact the environment and their role in making positive changes happen 			
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Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths

The Kindergarten has had a very consistent staff team for the past four years, apart from the current Director who was appointed at the start of 2016. The current Director has a 4 year Bachelor of Early Childhood Education and Post Graduate Certificate in Education - Early Childhood Leadership. One Teacher and Early Childhood Worker (ECW) are permanent staff. We currently we have 4 educators who have a teaching qualification and 2 ECW's who have a Certificate 3 in Children's Services. All teachers are registered to teach in South Australia and hold a relevant qualification. We have a regular relief educator who also attends staff meeting where ever possible.

All educators currently hold the relevant First Aid, Emergency Asthma, Anaphylaxis and Responding to Abuse and Neglect certificates. Each educator has their own file and records of all mandatory requirements are listed. All educators and volunteers have a current police check to ensure that they are cleared to work with young children. All educators are expected to attend training and to participate in professional reading to gain more knowledge, develop new interests and be up to date with current research and practices.

Educator-to-child ratios are maintained at all times and educators are organised to ensure a high quality learning environment. The Kindergarten employs a lunch cover educator to ensure that ratios are maintained during educator meal times and a 0.2 Universal Access teacher is employed to allow the Director to have sufficient time to concentrate on leading and managing the site. The Kindergarten also funds approximately 60 additional hours (over what DECD provides) for additional support, 14 days for teachers to conduct parent teacher interviews and prepare and write reports; and 6 days for teachers to attend Professional Development. The Kindergarten has a staff timetable, however educators are very flexible and adjust and move as necessary to support children's needs and interests.

All educators, including relief are inducted into the site and we have policies which support safe professional practices. Student teachers, OT students, work experience, volunteers etc. go through an induction process with a regular staff member which is usually

the Director.

For many years we have been involved in self-assessment and developing quality improvement plans. All educators are involved in the planning implementation and review of Quality Improvement plans.

Wellbeing is a priority of the site and educators are made aware of the need to establish professional relationships. Psychological surveys are done each year and reviewed by Director. Adjustments are made to address any issues that may arise. We have an open staff meeting policy so that any issue can be raised by any member no matter how small it may be. All educators participate in 2 PDRs with Director each year and the Director with Line manager during the year. Educators are familiar with Teacher standards, values of the site and statement of philosophy.

All educators conduct themselves in an ethical manner and are aware of the standards that are required to work in this service. All educators are familiar with the code of conduct and abide by our statement of philosophy. Every staff member has signed a code of conduct. Educators believe in building strong, reciprocal and respectful relationships with children and families and always make themselves available to talk with families and children about their needs.

The team of educators work well together. They have good communication skills and motivate each other to try new ideas, possibilities and educational practices. The team is very collaborative and truly affirms, challenges, supports and learns from each other to further develop their skills, to improve practice and relationships. They are passionate and highly value ongoing professional development. All educators are self-reflective and contribute valued input into the Kindergarten curriculum. Feedback from parents about educators is very positive, with many very positive comments and high scores on our parent opinion survey. Our team is experienced, friendly and always conduct themselves in a professional way.

Related Improvement Priorities

Improvement Priority 1:	To support children to become Lifelong Learners (World Class Learners, 21st Century Learners) - Incorporating STEM, NLR+, LDAMS, Future Focussed Learning
Identified issue	All educators hold high importance on children becoming lifelong learners, however our knowledge and understanding on how best to do this is an area for deep consideration. All of the Partnership priorities and DECD new directives align with this and we need to think deeply about how everything fits together in regards to our context. This improvement priority will be a long term focus, continuing and evolving over the coming years.

Improvement Priority 3:	To have effective leadership and management processes in place to ensure a high quality service
Identified issue	As a new Director coming into the Kindergarten at the start of 2016, I observed a number of Leadership and Management processes that could be reviewed, assessed and redesigned to support the Kindergarten to be more efficient, effective and reflective. This focus needs to continue into 2017 to assist the Kindergarten to deliver a service of exceptional quality. This was also one of the two standards that we received meeting for in the 2016 Assessment and Rating process.

Improvement plan for QA 4

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2 4.2.2	For all staff to be involved participants in the collaborative Learning Design Assessment and Moderation Strategy (LDAMS) Professional Development	M	<ul style="list-style-type: none"> ▪ Invite all educators to attend the 2 Student Free Days focussed on The Learning Design Assessment and Moderation Strategy (LDAMS) ▪ Encourage critical reflection by educators 	<ul style="list-style-type: none"> ▪ Educators will be able to engage in critical reflection ▪ Educators will have a deeper understanding and knowledge of RRR document and Indicators of Preschool Numeracy and Literacy ▪ RRR and IPNL will be incorporated into the Kindergarten's reflective practices 	<ul style="list-style-type: none"> ▪ 15th December 	
4.2 4.2.1	To further embed the Code of Ethics and Australian Professional Standards for Teachers and Principals into our practice	M	<ul style="list-style-type: none"> ▪ Display the Public Sector Values Poster ▪ Every fortnight educators will look at one section from the 'Exploring Ethics Series' ▪ The Director will support educators to apply the code of ethics, Australian Professional Standards for 	<ul style="list-style-type: none"> ▪ Educators will be able to articulate aspects of the Code of Ethics and the Australian Professional Standards ▪ There will be evidence of the Code of Ethics and Australian Professional Standards in Performance Development Plans 	<ul style="list-style-type: none"> ▪ By 15th December 	

			Teachers and Principals into the Performance Development Plans			
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Quality Improvement Plan for QA5

Summary of strengths for QA5

Strengths

Educators are very experienced in working with young children. They are experienced in planning for children's development and are able to set up the environment to cater for the needs of the children.

When parents enrol we discuss the child's needs and get them to fill out a profile. Educators read these profiles to assist us in getting to know the children. It contains information about strengths, interests, fears, and development. We also offer parents a transition programme to ease into Kindy with site visits. Parents stay for these visits so we can start to establish a relationship with the family which assists us in getting to know the child.

Educators are constantly supporting and helping children to access the learning experiences at Kindy. They are aware when children may need help and when it may be appropriate to just observe the children's play. Educators have skills to assist children who are experiencing separation anxiety and how to help students who may be reserved or anxious. They encourage children to develop independence skills e.g. manage routines, put on own smock, be responsible for own belongings, recognise signs when they may need a rest or drink, get ready for home time. We plan experiences for individual children yet also programme for small and larger groups of children. Educators are able to adapt their practice to support individual children's needs e.g. special needs, the very tired child, the child who needs space, the child who needs to exert some energy, the ESL student, the child who has problems at home.

We believe in establishing an environment which makes children feel welcome. Educators are experienced at establishing relationships with children, such as initiating and involving children in play e.g. pretend to be a customer with a sick pet at the vets, demonstrate by example how to drive the truck safely, invite a child to read a book, sort the big, small and medium donuts they made out of play dough

with children, discuss a child's art work, choose a song for group time with a child, help a child to research something on the computer, help a child to invite another child to play.

We have 3 Kindergarten guidelines (with corresponding hand gestures):

1. We are here to fun (thumbs up)
2. We need to keep each other safe (arms crossed in front of the body)
3. We need to work together as a team (hands clasped together)

These guidelines provide the children with clear and simple instructions and language to manage their own behaviour, respond to the behaviour of others and resolve conflict. This is supporting children to build strong relationships with others, as well as giving them the tools and language to begin to identify and solve problems. We also support children to build strong, secure, respectful and reciprocal relationship with other children by setting up an engaging environment where children can interact in small groups.

Educators engage in reflective discussions. They have regular conversations with one another about children and how they can best help children. e.g. how do we plan for the child having difficulty making a friend, the child who is having difficulty sharing, the child who needs some quiet time, the child who is having toileting issue, the child who needs support because their parents just separated. We record information about children's learning which we use to plan on a weekly basis.

Our core business is education and we value educating the whole child. Documentation of assessments and evaluations are kept on all children and are used to plan for individuals as well as groups of children. We strive towards being an environment where children can thrive, feel like they belong, develop a sense of identity and are happy.

Children must always be treated with dignity and it is important that the environment is set up so that it can foster self- esteem and confidence. Educators make time to listen to children, learn about the child and build positive happy relationships with the children.

We do offer children the chance to plan experiences that they can be involved in by asking them, using information gathered from parents and by observing children.

All of the educators at the Kindergarten are passionate and committed to working with young children and this is displayed in the positive interactions with the children. The building of strong, secure and reciprocal relationships with children and their families is a highly valued belief of all educators. Educators spend time getting to know the children, as well as sharing aspects of their personal lives so that the children and families, in turn, can build stronger relationships with them.

We receive regular feedback from parent surveys and summative reports about the quality of educators at Warradale kindergarten. Some examples of family feedback are: *“It has been a pleasure to watch my child grow at kindergarten. The dedication, commitment and genuine care for children’s wellbeing and ongoing learning is evident in the culture among the teaching staff. You should be very proud of your kindy and I look forward to my twins starting in 2 years”*; *“Thankyou to all the kindergarten staff, without you it would have been impossible for my son to achieve what he has achieved.”*



Quality Improvement Plan for QA6

Summary of strengths for QA6

Strengths

Working with families in a positive way is a priority at Warradale kindergarten. The Kindergarten has an open door policy and welcomes parents and family members at any time.

Once children have been accepted to attend Warradale, the child and their caregivers are invited to attend an information session. At this meeting they are given detailed information about what to expect at Kindy, the curriculum as well as the opportunity to meet other families and ask questions. Parents are also asked to fill out paper work and are given a parent handbook with additional information. At this meeting they also can book in to come to visits with their child. When parents are on visits we start to establish a relationship with the entire family unit. We will talk about the child and we also collect written information from parents about each child. Educators use this information to plan for and get to understand more about each child.

Families can be involved at a level that suits them. They are very welcome to stay around for a while at the beginning of the session or they can come and help with special projects or special events. In the last few years' examples of parent's involvement in curriculum include wearing traditional costumes and talking to children about festivals, cooking cultural foods, making vegan ice cream, gardening, reading books, talking about a trip overseas, bring in a police car to show the children, playing music, yoga and health and fitness sessions, health education such as dental hygiene and healthy eating. During the year we have many family events held at the Kindy such as night time Kindy, family picnic tea, art show, obstacle a thon, VIP day, concert and graduation events etc.

The Kindergarten has an involved and motivated Governing Council Committee. The Governing Council is made up, mainly, of parents who want to be involved in a variety of aspects of the Kindergarten. One of the roles of the Governing Council is to:

"Involve the parent community in the governance of the kindergarten by:

- Providing a focus and a forum for the involvement of parents and the kindergarten community



- Identifying the educational needs of the local community and the attitude of the local community to educational developments within the school; and
- Ensuring that the cultural and social diversity of the school community is considered and the particular needs of all student groups are appropriately identified.” (DECD)

Governing Council members meet regularly with the Director and a staff representative. Meetings are formal and an agenda and minutes are kept. Parents have voting rights and are able to help to make informed decisions about the Kindy. They also monitor the financial status of the Kindy such as budget, monthly statements etc.

Newsletters are sent home with information about Kindy as well emails detailing news and curriculum information. Curriculum information is displayed at the Kindy and we often have slide shows and displays available for families to look at. Occasionally we will send personal emails and text messages to families e.g. might be about something the child did that day or to let them know that their child is playing happily if they had some separation anxiety. We offer parent teacher interviews to families where we work collaboratively to develop an ILP for each child.

We interact with the community as much as possible and we invite people to the Kindergarten to work with the children e.g. librarian, council sustainability officer, health professionals etc. We do support university students for practicum placements as well as work experience high school students and Occupational Therapy students. We are also involved in various health or community projects that may arise e.g. straighten up Australia, Premiers physical challenge. We display information about the community to families and have a parent library where families can borrow a variety of resource books to support their parenting. We have regular discussions and will refer families onto various health or family organisations such as CAFHS, OT, Flinders CAT team, CAMS, Families SA. Within DECD we have support services which support children and their families such as Speech therapy, psychology, disabilities and social work. We work closely with these professionals.

We have been part of a transition cluster and will visit schools when children are transitioning. We welcome schools attending the



Kindy to visit and will visit main feeder schools to discuss children's needs with teachers. We also have links to nearby schools and preschools.

Related Improvement Priorities

Improvement Priority 3:	To have effective leadership and management processes in place to ensure a high quality service
Identified issue	As a new Director coming into the Kindergarten at the start of 2016, I observed a number of Leadership and Management processes that could be reviewed, assessed and redesigned to support the Kindergarten to be more efficient, effective and reflective. This focus needs to continue into 2017 to assist the Kindergarten to deliver a service of exceptional quality. This was also one of the two standards that we received meeting for in the 2016 Assessment and Rating process.

Improvement plan for QA 6

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1 6.1.2	To work with families and the community to review the Kindergarten Philosophy	M	<ul style="list-style-type: none"> ▪ Review the current Statement of Philosophy. ▪ Consult with children, families, educators and Governing Council to develop or update the Statement of Philosophy. 	<ul style="list-style-type: none"> ▪ The Statement of Philosophy will be reviewed and updated to reflect all stakeholders' beliefs and values. 	<ul style="list-style-type: none"> ▪ By 16th December 	
6.1 6.1.2	To have greater involvement and participation of families in the Kindy		<ul style="list-style-type: none"> ▪ Seek ideas from Governing Council and families on ways to be involved in the kindergarten. ▪ Ask other kindergartens about strategies that they use ▪ As a team develop and trial new ways to involve families 	<ul style="list-style-type: none"> ▪ More families will be involved in different ways in the kindergarten 	<ul style="list-style-type: none"> ▪ By 15th December 	

Quality Improvement Plan for QA7

Summary of Strengths

Strengths

The Kindergarten has a Director who is passionate and committed to the development, leadership and management of the Kindergarten. The Director holds both a 4 year Bachelor of Early Childhood Education and Graduate Certificate in Education – Early Childhood leadership. The Director aims to inspire and motivate the team and challenge them to investigate new ideas, theories, research and knowledge. This process is helped by having a collaborative team of educators who are embrative of change and are excited to try new ideas and reassesses their pedagogy and practice. The Director has high expectations of educators and works collaboratively with them to achieve high levels of teaching and learning. Teaching staff are required to demonstrate curriculum leadership at the site.

The Director strongly believes in the importance of Professional Development and Life-long Learning for all educators and regularly attends training, workshops and Network Meetings with other leaders and Directors. The Teachers also attend a local Teacher Professional Learning Community (PLC) once per term, where they network with other professionals and discuss specific aspects of their work. The Director works collaboratively with educators to plan their training and development needs to meet their professional goals for the year and that align with the QIP.

The performance and development of the Director is overseen by the Educational Director and regular performance meetings are held. The Kindergarten has recently developed our own Performance and Development Process, which aligns with the DECD Policy. This process outlines the Director and the educator's responsibilities and details the goal setting, gathering evidence and responding process. Performance Development meetings occur formally in Term 1 and 4, informally in Term 2 and 3, and is an agenda item at all staff meetings.

The Kindergarten has a consistent team and plans ahead, wherever possible, to organise a consistent relief teacher to cover meetings, planning etc. In the first term the Director organises the regular relief educator to cover all of the Partnership and Leadership meetings that have already been scheduled. All educators, both contract and regular relief are included in the Staff Email Contact list to ensure they receive any relevant information. They are also encouraged to attend the regular staff meetings. To support this consistency, the site has a comprehensive induction folder supporting all educators, volunteers and students to have clear and concise expectations, processes and practices.

We have a Governing Council who are involved in the governance of the Kindergarten. The Governing Council help set broad direction, develop broad directional policy, initiate and approve recommendations and strategies, monitor and report progress. The new Governing Council Committee attend a combined Partnership meeting where they participate in the Volunteer Responding to Abuse and Neglect training and hear from a speaker about DECD vision and plans around governance. The Governing Council is involved in the review and development of Kindergarten policies and procedures as well as the Statement of Philosophy. Both the Statement of Philosophy and the Values Program was developed in consultation with the Governing Council Committee.

With a change in Leadership the new team have come together to identify their main beliefs and values and this will form the start of a shared vision statement, that will support us throughout the year to review our current statement of philosophy and Kindergarten values. The educators have also reflected as individuals and collaboratively to identify the main areas for improvement when reviewing the QIP. Last year 2 new documents were developed to support this process: a NQS Scan and a QIP Reflection sheet. Alongside this the annual parent survey helps guide our focus when reviewing and setting improvement plans. The educators also completed a parent survey as another way to be involved in the self-assessment process.

The DECD provides clear and effective policies and procedures relating to the governance of Preschools in South Australia. They also provide and manage a number of computer systems to help with the effective management and operation of the Kindergarten. These systems include:

- Early Years System – for enrolments and attendance recording
- Financial Analysis and Budgeting System – for development and management of the Kindergarten budget

- HR Management Information – for recording and checking Bona Fide Certificates and staff leave entitlements
- Incident and Response Management System – for reporting critical incidents etc.
- Safety Task Action Response System – for monitoring WHS tasks
- Vacancies, Selection and Placement – for vacancy requests and HR recruitment.

The DECD also develops and reviews all mandatory policies required by the National Regulatory Authorities. The Kindergarten has developed a comprehensive policy and procedure folder where DECD policies and site specific policies and procedures are detailed. The Director has developed a schedule for policy review and encourages feedback from families, educators and the Governing Council on all policies that are to be reviewed. This year the Kindergarten developed a new Raising and Resolving Conflict Flowchart to support the DECD and Site Grievance policies. This flowchart will support both families and educators to address and resolve any conflict or complaints.

Last year the Kindergarten office was redesigned to create a large and functional administration area that supports effective management of the Kindergarten. This area houses resources and records of the Kindergarten and also offers space for meetings and confidential conversations to occur. The Kindergarten has recently purchased a new copier system that supports the Kindergarten with administrative tasks, as well as a computer monitor and laptop docking station to support effective WHS office procedures. Last we began the process of archiving old records and arranging for them to be stored appropriately off site. The Kindergarten also employs a finance officer to support the Director to ensure that financial obligations are met.

Related Improvement Priorities

Improvement Priority 3:	To have effective leadership and management processes in place to ensure a high quality service
Identified issue	As a new Director coming into the Kindergarten at the start of 2016, I observed a number of Leadership and Management processes that could be reviewed, assessed and redesigned to support the Kindergarten to be more efficient, effective and reflective. This focus needs to continue into 2017 to assist the Kindergarten to deliver a service of exceptional quality. This was also one of the two standards that we received meeting for in the 2016 Assessment and Rating process.

Improvement plan QA 7

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.3 7.3.2 7.3.5	To have clear and cohesive site policies and procedures in place that align closely to those endorsed by DECD	H	<ul style="list-style-type: none"> Follow the Policy review schedule. Engage educators, families and Governing Council in the review process. Update any policies as required. Develop any newly identified policies and procedures 	<ul style="list-style-type: none"> 100% of Policies and Procedures will be reviewed. 	<ul style="list-style-type: none"> By 15th December 	
7.2 7.2.1 7.2.2 7.2.3	To have a strong focus on continuous improvement	H	<ul style="list-style-type: none"> Review the Kindergarten philosophy and values in consultation with families and the community Ensure the Performance Development is valued by all educators and that Performance Development Meeting dates are recorded in the HR Management System 	<ul style="list-style-type: none"> A new Statement of Philosophy will be implemented 100% of educators will have completed the Performance and Development Process There will be a process detailing the steps used in developing a collaborative improvement plan 	<ul style="list-style-type: none"> Statement of Philosophy by 15th December End of year Performance Development Meeting to be held by 18th November QIP feedback from current 	

			<ul style="list-style-type: none"> ▪ Throughout the year, review and evaluate the QIP. Add any new Improvement Priorities. ▪ Develop ways to get QIP feedback form families and Governing Council members. ▪ Continue to have the NQS as an agenda item on staff and Governing Council meetings ▪ Conduct the annual Parent Opinion Survey ▪ Work closely with the Holdfast Partnership to have a wider focus on continuous improvement 		<p>families by 16th December</p> <ul style="list-style-type: none"> ▪ Parent opinion survey by 31st October 	
<p>7.3 7.3.2</p>	To review the effectiveness of financial management procedures and consider alternative processes		<ul style="list-style-type: none"> ▪ Work with the Finance Officer to identify areas for improvement ▪ Consider alternatives to current procedures that are identified as needing improvement or better efficiency 	<ul style="list-style-type: none"> ▪ Finance procedures will be more efficient 	<ul style="list-style-type: none"> ▪ By 29th September 	