# NQS SELF ASSESSMENT & ACTION PLAN

**SITE:** Baden Pattinson Kindergarten  
**DATE:** 02/03/2015

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| **QA1**  
**Educational program and practice** |  
**1.1** An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.  
**1.1.1** Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.  
- EYLF informs the programme  
- RRR involvement scale used  
- Termly, fortnightly documentation of planning  
- End of term & year reflections  
- Annual report follow up  
- ILPs  
- Specialists & intervention as required  
- Staff meeting discussions | - RRR enquiry question. To complete in terms 1 and 4  
- Introduction of numeracy & Literacy indicators | **H** | **End 2015, write in annual report.** | |
|  
**1.1.2** Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program |  
- Initial parent questionnaires & interviews  
- Preschool Screening Tool  
- Checklists & initial screens  
- Observation, discussions, photos  
- Child interviews  
- Discussions with CCC staff | - New take home sheets to be implemented to gain insight into child’s interests, learning styles | | |
|  
**1.1.3** The program, including routines, is organised in ways that maximise opportunities for each child’s learning. |  
- Constant reassessment of groups especially at start of year, then continual (RRR enquiry)  
- Timetable & routine,  
- Half day sessions & introduction of some full days | - Reassess timetable changes with younger children  
- Staggered intake (Transition) at commencement of year | **L** | **ongoing** | |
|  
**1.1.4** The documentation about each child’s program and progress is available to |  
- Interviews as required  
- ILPs & NEP’s & meetings termly reports  
- Daily discussions, newsletters, | - Folders more accessible for families. Draw their attention to these | | |
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<tr>
<td>families.</td>
<td>stories, folders, volunteer roster</td>
<td>- New staff communication book for children &amp; families’ news</td>
<td></td>
<td>High</td>
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<td></td>
<td>- parent open sessions</td>
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<td>High</td>
<td>High</td>
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<tr>
<td></td>
<td>- Parent feedback book</td>
<td></td>
<td>Medium</td>
<td>Medium</td>
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<td></td>
<td>- News book &amp; copy to child care</td>
<td></td>
<td>Low</td>
<td>Low</td>
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<tr>
<td>1.1.5 Every child is supported to participate in the program.</td>
<td>- Support programs implemented</td>
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<td></td>
<td>- Skills checklists so that each child participates. (even on excursions)</td>
<td>- Maximise Preschool support &amp; bilingual hours</td>
<td></td>
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<td>M</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- SRT meeting twice yearly</td>
<td></td>
<td></td>
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<tr>
<td>1.1.6 Each child’s agency is promoted, enabling them to make choices and decisions and influence events and their world.</td>
<td>- child interviews</td>
<td></td>
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<td></td>
<td>- Inside &amp; outside play offers choices</td>
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<td></td>
<td>- Both routines &amp; choice offered</td>
<td></td>
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<td></td>
<td>- Child choice followed up through observations for planning book</td>
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**1.2 Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.**

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<tr>
<td>1.2.1 Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.</td>
<td>- As for 1.1.1 &amp; 1.1.2 &amp; 1.1.4</td>
<td>- plus photo records, work samples</td>
<td></td>
<td>Ongoing</td>
<td></td>
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<tr>
<td></td>
<td>- All found in each child’s folder &amp; staff meeting minutes</td>
<td>- See 2014 Annual Report</td>
<td></td>
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<tr>
<td>1.2.2 Educators respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning.</td>
<td>- Scaffolding with explicit teaching in literacy, numeracy, social skills</td>
<td>- extend critical thinking - build on teachable moments - construct play to enhance learning</td>
<td></td>
<td>Ongoing</td>
<td>Write up in Annual Report</td>
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<tr>
<td></td>
<td>- reflect all records is ongoing</td>
<td>- Discuss individual children’s results at staff meetings. Follow up as required.</td>
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<tr>
<td></td>
<td>- Individual work with each child in terms 1 &amp; 3/4</td>
<td>- Reassess timelines for statements</td>
<td></td>
<td>M</td>
<td>continual</td>
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<tr>
<td>1.2.3 Critical reflection on learning and development, both as individuals and in groups, is</td>
<td>- Reflection of all records is ongoing</td>
<td></td>
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<td></td>
<td>- discuss individual children’s results at staff meetings. Follow up as required.</td>
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<tr>
<td>regularly used to implement the program.</td>
<td></td>
<td></td>
<td>Medium</td>
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<tr>
<td><strong>Children’s health and safety QA2</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>2.1 Each child’s health is promoted</strong></td>
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<tr>
<td>2.1.1 Each child’s health needs are supported.</td>
<td>- communication with families - plans in bathroom &amp; kitchen, named, photo, color-coded group &amp; stored appropriately &amp; discussed with children - regular checking of first aid</td>
<td>Annual update of Allergy Buddy</td>
<td>Low</td>
<td>Immediately ongoing</td>
<td></td>
</tr>
<tr>
<td>2.1.2 Each child’s comfort is provided for and there are appropriate opportunities to meet each child’s need for sleep, rest and relaxation</td>
<td>- Quiet spot for tired children on couch or on cushion, particularly this year with younger children &amp; some all day children - mostly only half day centre</td>
<td></td>
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<tr>
<td>2.1.3 Effective hygiene practices are promoted and implemented</td>
<td>- DECQ health books located in office - bathroom routine before fruit - policies provided</td>
<td></td>
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</tr>
<tr>
<td>2.1.4 Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.</td>
<td>- Notices - Follow DECD guidelines for infectious diseases, health support planning, first aid etc - countersigned checklists &amp; books</td>
<td></td>
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<tr>
<td><strong>2.2 Healthy eating and physical activity are embedded in the program for children.</strong></td>
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<td></td>
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<tr>
<td>and appropriate for each child.</td>
<td>- Eat well</td>
<td>Place all plans in allergy buddy as well as on window &amp; bathroom</td>
<td>Low</td>
<td>June &amp; Dec 2015</td>
<td>End term 2</td>
</tr>
<tr>
<td></td>
<td>- allergy plans in kitchen</td>
<td></td>
<td>Low</td>
<td>June &amp; Dec 2015</td>
<td>End term 2</td>
</tr>
<tr>
<td></td>
<td>- provision of sultanas cheese slices &amp; water if fruit is forgotten</td>
<td></td>
<td>Low</td>
<td>June &amp; Dec 2015</td>
<td>End term 2</td>
</tr>
<tr>
<td>2.2.2 Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.</td>
<td>- provision of challenging outdoor area</td>
<td>To continue to encourage timid children to venture outside &amp; support them. Use new upgraded lawn &amp; garden area</td>
<td>Medium</td>
<td>June &amp; Dec 2015</td>
<td>End term 2</td>
</tr>
<tr>
<td></td>
<td>- physical activities part of everyday program</td>
<td></td>
<td>Low</td>
<td>June &amp; Dec 2015</td>
<td>End term 2</td>
</tr>
<tr>
<td></td>
<td>- encouragement of each child</td>
<td></td>
<td>Low</td>
<td>June &amp; Dec 2015</td>
<td>End term 2</td>
</tr>
<tr>
<td></td>
<td>- gross, fine motor skills encouraged &amp; provided</td>
<td></td>
<td>Low</td>
<td>June &amp; Dec 2015</td>
<td>End term 2</td>
</tr>
<tr>
<td>2.3 Each child is protected.</td>
<td></td>
<td></td>
<td>Low</td>
<td>June &amp; Dec 2015</td>
<td>End term 2</td>
</tr>
<tr>
<td>2.3.1 Children are adequately supervised at all times.</td>
<td>At times children may go to the bathroom or their locker to put something away Always a teacher outside</td>
<td>“In sight &amp;/or hearing” p 72 of resource kit. Appropriate for 4 year olds</td>
<td>Medium</td>
<td>June &amp; Dec 2015</td>
<td>End term 2</td>
</tr>
<tr>
<td>2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.</td>
<td>Safety Inspection checks twice yearly as per WHS policy. Eg playground audit Children farewelled to parent or person written in diary by parent Hot weather / sun policy Safety rules listed for parents &amp; children Outside area checked &amp; swept daily No children in kitchen Walking signs on pathways &amp; yellow line Electrical cords secured</td>
<td>New garden, path, garden seat &amp; lawn area. (Greening Grant last year) Repaint walking signs and ongoing checks.</td>
<td>Low</td>
<td>June &amp; Dec 2015</td>
<td>End term 2</td>
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| 2.3.3                           | Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.  
- Emergency Evac practised twice yearly under DECD Business Manager. Plans displayed throughout the building. Sign on books for visitors students & contractors  
- Risk assessments undertaken for all new equipment & excursions  
- Fruit & bathroom routines well supervised, spills wiped etc | To do term 1 & 4 & recorded on business manager & diary. | M       | ongoing  | Yearly  |
| 2.3.4                           | Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.  
- all staff aware of policies  
- all staff completed restorative practices PD  
- teachers completed “Keeping Safe” and RAN  
- “Have a Go” & Restorative Practices taught to children | All staff have completed First Aid & Asthma training. 2 staff to update this year Anaphylaxis to be completed by some staff. New WHS Act downloaded & new policies checked. | M       | End 2015 |         |

### QA3 Physical Environment

#### 3.1 The design and location of the premises is appropriate for the operation of the service.

| 3.1.1 | Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.  
- DECD site  
- welcoming, tidy, accessible, shady outdoor environment  
- active & quiet zones with fixed & moveable equipment  
- many opportunities for play & learning  
- appropriate sized equipment | - trim trees, remove boat, plant new plants, access new boat, outdoor climbing equipment, archway over path | M       | End term 4 |         |
| 3.1.2 | Premises, furniture and  
- Cleaner 5 times per week  
- puzzles cleaned weekly | | M       | ongoing  |         |
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| equipment are safe, clean and well maintained. | - literacy kits checked termly  
- appropriate doorway spaces  
- shed & storeroom always tidy  
- DECD WHS policies followed  
- tables disinfected twice daily  
- bathroom roster | | | | |
| 3.1.3 Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space. | - flexible spaces, 3 exit doors for good flow to outside  
- adaptable outdoor areas for development & learning  
- ramps, toilet areas & change table if required for additional needs children  
- aesthetically pleasing outdoor area & veg garden | Upgrades as in 3.1.1 | M | End term 4 | |
| 3.2 The environment is inclusive, promotes competence, independent exploration and learning through play. | | | | | |
| 3.2.1 Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments. | - Equipment changed daily or weekly for meeting individual needs & learning experiences  
- Spaces for facilitating positive interactions & quiet areas  
- areas for physical activity, creativity exploration & learning  
- Climbing changed termly | | | | |
| 3.2.2 Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of | - Large variety of indoor & outdoor equipment  
- All equipment changed regularly to meet children’s needs & interests & programming | Research on IT resources, then purchase of new tablets or computers and cameras | | | End term 4 |
### Quality Area Standard / Element

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| 3.3 The service takes an active role in caring for its environment and contributes to a sustainable future. | Sustainable practices are embedded in service operations. | - WOW processes followed (recycling)  
- continue vegetable garden, composting, worm farming and water conservation  
- involvement in community garden | - Apply for new Greening Community grant  
- staff PD, newsletters for parents  
- continual involvement in community garden | M | End term 4 |
| 3.3.1 | Sustainable practices are embedded in service operations. | - Children supported to care for veg garden, planting, picking, cooking, tasting, watering & vertical garden etc.  
- staff PD  
- Nature ed centre borrowing (learning about animals & other living things)  
- opportunities to borrow kindy animals  
- support for community garden | - Continue nature Ed centre borrowing  
- continue support for community garden, Vietnam Vets & Memorial Garden & Organic market | M | ongoing |

### QA 4 Staffing arrangements

| QA 4 Staffing arrangements | 4.1 Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing. | 4.1.1 Educator-to-child ratios and qualification requirements are maintained at all times. | 1:11 as per staffing formula  
- Teachers have 4 year qualifications  
- ECW’s have completed Cert III & Diploma  
- Stable relief staff for continuity of | | |
|----------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------|------------------------------------------------------------------|-----------|----------|
| 4.1 Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing. | 4.1.1 Educator-to-child ratios and qualification requirements are maintained at all times. | - 1:11 as per staffing formula  
- Teachers have 4 year qualifications  
- ECW’s have completed Cert III & Diploma  
- Stable relief staff for continuity of | | | |
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<td><strong>4.2</strong> Educators, co-ordinators and staff members are respectful and ethical.</td>
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<tr>
<td>4.2.1 Professional standards guide practice, interactions and relationships.</td>
<td>programme - funding for support as needed</td>
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<tr>
<td>4.2.2 Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.</td>
<td>- appropriate PD for all staff - stable staff are aware of their roles &amp; are allocated tasks specific to their skills, which complement each other - Organisation of staff o’lap for meetings &amp; continuity - Emphasis on whole staff PD where possible - all staff have working relationship with local CCC</td>
<td>Support for staff to complete PD All staff to contribute to NQS Teacher to lead the curriculum &amp; programming (Step 9)</td>
<td></td>
<td></td>
<td>ongoing</td>
</tr>
<tr>
<td>4.2.3 Interactions convey mutual respect, equity and recognition of each other’s strengths and skills.</td>
<td>- positive working relationship, proven by Annual Reports Feedback book Parent opinions PDPs Mutual trust &amp; respect</td>
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QA 5 Relationships with children

5.1 Respectful and equitable relationships are developed and maintained with each child.
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| 5.1.1 Interactions with each child are warm, responsive and build trusting relationships. | - Happy, relaxed atmosphere  
- Positive responses to each child  
- Parent opinion survey results  
- See philosophy statement & behaviour management codes  
- Relationship with CCC  
- Feedback sheets | Continue yearly feedback sheets | M | Term 1 |
| 5.1.2 Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning. | - “Have a Go” embedded into program. (All staff trained)  
- Trust, empathy, respect & acceptance  
- Supportive of children with special needs  
- Director & PSS trained in Sp Ed | - Social skills program | M | Term 1 |
| 5.1.3 Each child is supported to feel secure, confident and included. | - Scaffolding of children to feel safe. Programs include: Have a Go, Keeping Safe, Restorative practices, see behaviour management policy | | | |
| 5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults. | | | | |
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<td>communicate effectively to resolve conflicts.</td>
<td>- Moving or diverting a child to another activity</td>
<td>- Behaviour plans for difficult children  - Apply for extra support hours  - Continual updating of policy folder</td>
<td>L</td>
<td>H</td>
<td>ongoing</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>5.2.3 The dignity and rights of every child are maintained at all times.</td>
<td>- All policies as above  - Resolving disputes  - Immediate response  - Professional support accessed if required  - Culture respected</td>
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<tr>
<td>QA 6 Collaborative partnerships with families and communities.</td>
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<tr>
<td>6.1 Respectful supportive relationships with families are developed and maintained.</td>
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<tr>
<td>6.1.1 There is an effective enrolment and orientation process for families.</td>
<td>- Individual enrolment procedure  - Information booklet  - Attendance explained in booklet  - Attendance records signed by parents  - Website  - Orientation tours provided  - Transition visits</td>
<td>Continual review with the new same first day policy  Follow up absences not notified  Term 4 for children commencing in 2016</td>
<td>L</td>
<td></td>
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<tr>
<td>6.1.2. Families have opportunities to be involved in the service and contribute to service decisions.</td>
<td>- Reps on governing council  - Open channels of communication  - Emails, information to CCC  - Community events, excursions, surveys, VIP days, volunteering  - Parent Opinion surveys  - Newsbook &amp; feedback forms</td>
<td>Continue feedback form in term 2 each year  Parent Opinion Surveys in term 3</td>
<td>L</td>
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## QUALITY AREA

### Standard / Element

#### 6.1.3

**Current information about the service is available to families.**

**Observations and Evidence**

- Newsletters, emails, web, BPK news, noticeboard, feedback book, info to schools, NEPs, sharing ILPs, Council brochures, Glenelg Pageant Fair etc

**Pathways for Further Development**

60th birthday fair this year

**Priority**

H

**Time Line**

End 2015

### 6.2

**Families are supported in their parenting role and their values and beliefs about child rearing are respected.**

#### 6.2.1

The expertise of families is recognised and they share in decision making about their child’s learning and abilities.

**Observations and Evidence**

- Daily exchange of information
- Governing Council
- Parent Opinion surveys
- Notes plus writing in books
- Offer resources for parents
- NEPs & IL’s
- Parent Helpers

**Pathways for Further Development**

**Actions required**

**Time Line**

ongoing

**Sign Off**

### 6.2.2

Current information is available to families about community services and resources to support parenting and family wellbeing.

**Observations and Evidence**

- C&YH
- Noticeboards & leaflets
- No WRONG door policy
- Newsletters
- School newsletters available
- Community Garden events on notice board

**Pathways for Further Development**

Follow up community garden, Vietnam Vets, Partnership events

**Priority**

ongoing

### 6.3

The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing.

#### 6.3.1

Links with relevant community and support agencies are established and maintained.

**Observations and Evidence**

- Community garden involvement
- Child care, local schools, C&YH,
- Partnership & leaders groups
- Library visit week 5 each term
- Early intervention & support services
- Liaise with caretaker of

**Pathways for Further Development**

- Community garden & veterans shed for car park area
- Continue to work on good relationship with CCC

**Priority**

M

**Time Line**

Ongoing

**Sign Off**
### NQS SELF ASSESSMENT & ACTION PLAN

**SITE:** Baden Pattinson Kindergarten  
**DATE:** 02/03/2015

<table>
<thead>
<tr>
<th>Quality Area Standard / Element</th>
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<th>Time Line</th>
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<tr>
<td></td>
<td></td>
<td>Kindy staff to walk back children in Blue Group. Risk assessment carried out</td>
<td>M</td>
<td>Ongoing</td>
<td></td>
</tr>
</tbody>
</table>
| 6.3.2 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities. | - Reciprocal visits with schools  
- Visits and daily liaising with CCC  
- All notes & newsletters copied for CCC  
- News book copied for child care & placed on noticeboard | - Children with additional needs are included  
- All health plans displayed in bathroom & kitchen with parents approval & in allergy buddy  
- PSS hours allocated as needed & topped up with own budget if required  
- DECD & other support services consulted  
- Wheelchair access & disabled toilet, change table, sound system from SERU when required  
- Staff with Sp Ed qualifications  
- Excellent resources | L                         | ongoing   |          |
| 6.3.3 Access to inclusion and support assistance is facilitated. | - Relationship with local CCC  
- Community centre & schools & Partnership  
- See annual report & parent opinion surveys  
- Community garden, Community | Report in annual report | | | |
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<td>CEN Centre, Vietnam Vets &amp; Holdfast council reps</td>
<td></td>
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### QA 7

#### Leadership and service management

**7.1 Effective leadership promotes a positive organisational culture and builds a professional learning community.**

| 7.1.1 Appropriate governance arrangements are in place to manage the service. | - Constitution – DECD site  
- Governing Council, Meetings & AGM held & minuted  
- Annual reports  
- Validation completed Nov 2011  
- Spot check 2013 | Continual update of all policies & procedures required. Refer to QIP | L | ongoing |

| 7.1.2 The induction of educators, co-ordinators and staff members is comprehensive. | - See induction folders  
- sign on books | | | | |

| 7.1.3 Every effort is made to promote continuity of educators and co-ordinators at the service. | - Stable & permanent staff  
- RES 1.0 ECW made up of 2 part time permanent staff  
- Continuity of relief staff, Universal Access & PSS workers | | | | |

| 7.1.4 Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the | - Teacher is now Step 9  
Curriculum leadership is part of her Performance agreement.  
- Responsibility for assessment & reporting & supported through site budget if required | | | | |
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| - curriculum and ensures the establishment of clear goals and expectations for teaching and learning. | - Termly, fortnightly program  
- Program in newsletter & on notice board  
- News book updated weekly  
- Copy of news book at child care  
- Termly statement of learning & goals | | | | |
| 7.1.5  Adults working with children and those engaged in management of the service or residing on the premises are fit and proper. | - DECD policies adhered to  
- DCSI checking  
- Teachers registered & copies on board in office  
- First Aid certificates etc in policy folder  
- Psych health checklists  
- TRT & relief ECW’s authority to teach & work records, DCSI checks on file | | | | |
| 7.2  There is a commitment to continuous improvement | | | | | |
| 7.2.1  A statement of philosophy is developed and guides all aspects of the service’s operations. | - Reviewed in March 2015, copies in Information booklet, QIP, web & on display | | | | |
| 7.2.2  The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support | - DECD Policy adhered to  
- Individual plans completed by all staff yearly, with copies retained by individual staff & in folder in office  
- Written feedback given | - To continue as planned, meeting twice yearly & more if required  
- Teacher to be involved in Partnership PLC | M | ongoing | |
## NQS SELF ASSESSMENT & ACTION PLAN

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<tr>
<td>performance improvement.</td>
<td>- verbal feedback is continuous</td>
<td></td>
<td></td>
<td></td>
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| 7.2.3                            | An effective self-assessment and quality improvement process is in place. | - previously used DIAF improvement process  
- Validation + report Nov 2011  
- Spot visit report 2013  
- Annual reporting  
- Self assessment, QIP & annual reporting  
- All to be displayed on board & sent to DECD | - Complete Management Plan  
- Write QIP after this self assessment |           | End March |
| 7.3                             | Administrative systems enable the effective management of a quality service. |                                                  |                          |           |          |
| 7.3.1                           | Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements. | - All stored appropriately in office filing cabinet or cupboard  
- Children's folders in main room (all assessments included & available for parents)  
- Archives stored in library room for correct timeframe per DECD policy  
- WHS business manager completed termly  
- EYS system used  
- Sign in book for visitors, students & contractors  
- Preventative Maintenance schedule adhered to  
- DCSI & RAN checks for all staff, volunteers & governing council | Each child to have own file for this  
Combined Partnership governing council meeting for RAN | M | End Term 2 |
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| 7.3.2 Administrative systems are established and maintained to ensure the effective operation of the service. | - Director has total responsibility  
- See yearly management plan  
- Finance officer through RES  
- Voluntary parent treasurer  
- EYS system  
- 2 admin computers  
- WHS Business manager used  
- Sign in books for visitors Students & contractors  
- Capacity adhered to Priority of Access policy | Display management plan on board & discuss with governing council | | | |
| 7.3.3 The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation. | - DECD IRMS incident reporting  
- ED155s  
- notify appropriate authority | -Director attended training in Nov 2013. Follow up required training done in Feb 2014. | L | ongoing | |
| 7.3.4 Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner. | Grievance procedure available to families in information booklet & on the web Parent complaint unit in DECD | Investigate immediately if complaint | | | |
| 7.3.5 Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly. | BPK and DECD policies & procedures in policy folder | Instigate process for policy updates. Update this year (In QIP) | M | | |

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