

Identify if the service meets the requirements of Quality Area 7: Governance and Leadership. Effective leadership contributes to sustained quality relationships and environments that facilitate children’s learning and development. Well documented policies and practices that are developed and regularly evaluated in partnership with educators, co-ordinators, staff members and families contribute to the ethical management of the service. There is a focus on continuous improvement.

**Standard 7.1: Governance supports the operation of a quality service.**

Concept	Element		Identified practice/evidence from self-assessment	Met	Not Met
Service philosophy and purpose	7.1.1	A statement of philosophy guides all aspects of the service’s operations.	<p>We reflect on the philosophy at staff meetings, and link it to the Quality Areas. We have recently changed the format of this to a way that more staff are able to contribute. We plan to review and possibly update our philosophy in Term 3.</p> <p>Yes - in a prominent spot in foyer and gets referred to in staff conversations and reflecting.</p>		
Management systems	7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.	<p>We discussed the Compass management system which includes built-in risk assessments, that we can add individual risks to. We talked about where risks are not included on Compass (such as for bush kinder) using the department’s risk management template. Our emergency management plans are checked and reviewed in consultation with emergency services via the school. We have a maintenance team and all of our fire hydrants/hoses/blankets are checked regularly.</p> <p>Regular head counts, allergy checks etc. Risks are quickly identified and shared between educators/KIS/CRTs. School notified to reduce risks that arise when necessary.</p>		

Roles and responsibilities	7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.	<p>Staff contracts outline roles and responsibilities. We all comply with the ECA code of ethics, and the Australian Teaching Standards and Code of Conduct, as well as our school's Code of Conduct. Decision making is consultative as each staff member is invested in the kinder and should be able to contribute.</p> <p>Roles in managing lockdowns for e.g. are clearly displayed, also verbally communicated. CRTs and KIS staff info books are made available for reference. Educators 'check-in' and let each other know of needs, supervision, role or staff changes, ideas, or to alert each other to risks throughout sessions. E.g. staff swap roles of class leading or being available to greet parents/carers at the door at collection time to ensure all children are safe and correct nominees are collecting children.</p>		
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**Standard 7.2: Effective leadership builds and promotes a positive organisational culture and professional learning community.**

Concept	Element		Identified practice/evidence from self-assessment	Met	Not Met
Continuous improvement	7.2.1	There is an effective self-assessment and quality improvement process in place.	<p>We have just completed the full self-assessment with all staff part of the process for the first time. We now intend to do this annually with all staff aware of the process now. The QIP has also been made more accessible as a website, and our next step is to gather family input through various means. The QIP helps us identify goals which we then work towards. These goals are now more clearly visible on the website.</p>		

			Each staff member has annual performance reviews, setting goals for improvement. Meetings: reflection topics, group/self evaluation prompts, like this!		
Educational leadership	7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	<p>Currently all staff report feeling supported, with a good balance of freedom and guidelines, so that we can educate in our own styles while still conforming to all expectations and requirements</p> <p>Beth is supported by staff through:</p> <ul style="list-style-type: none"> <li>-team mindset and positive team &lt;3</li> <li>-staff follow tasks or directions given</li> <li>- ELT meetings/school partnership</li> <li>-New cycle formats shared to staff</li> </ul> <p>See also continuous improvement above</p>		
Development of professionals	7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	<p>We currently have annual reviews, and have plans in place to begin peer evaluations in Term 3.</p> <p>Regular opportunities to participate in professional development. Extra topics/sessions also shared amongst staff for anyone who may be interested in learning more.</p> <p>SRF professional development</p> <p>PD and staff meeting dates, times, in person or zoom options seek to include all staff.</p>		