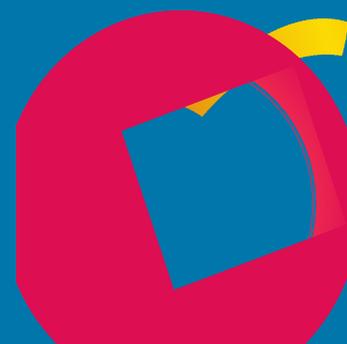




Quality Improvement Plan 2018

Karcultaby School Based Preschool



Australian Children's
Education & Care
Quality Authority

The National Quality Standard and Quality Improvement

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan.

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (r55) for each service that:

- includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard and the National Regulations; and
- identifies any areas that the provider considers may require improvement; and
- contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request.

Service details

Service name		Service approval number	
Karcultaby (School Based Preschool Program)		SE-00010516	
Primary contacts at service			
Ms Louise Watson		Mrs Jane Forrest	
Physical location of service		Physical location contact details	
Street	107 Phillips Road	Telephone	08 8626 3077
Suburb	Karcultaby	Mobile	
State/territory	South Australia	Fax	08 8626 3009
Postcode	5654	Email	dl.1123_info@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	Ann-Marie Hayes	Name	Louise Watson
Telephone	82263463	Telephone	08 8626 3077
Mobile	0407 474 884	Mobile	0419 467 540
Fax		Fax	08 8626 3009
Email	AnnMarie.Hayes2@sa.gov.au	Email	Louise.Watson730@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		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.

Describe the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

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.

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time		08:45	Term 3 & 4 fortnightly 08:45	08:45			
Closing time		15:30	Term 3 & 4 fortnightly 15:30	15:30			

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.

Karcultaby School Based Preschool is located within Karcultaby Area School which has students from reception to year 12 and is situated in the middle of a paddock between the small Eyre Peninsula towns of Minnipa and Poochera. The preschool and school values are respect, perseverance and responsibility and our motto is *developing life-long learners*. The preschool site capacity is 15 children and is under the rural and remote category 1 area of disadvantage which is staffed at a 1:10 ratio. All children travel to and from the service on a school bus and travel up to a distance of 50 kilometres. In 2018 we have four eligible preschool children with one currently being identified for preschool support for speech. The preschool has a separate fenced outdoor area with a playground.

The predominant background is of stable, farming connected, Anglo Saxon families.

Children are regular attenders, but at times our location requires parents to withdraw children to attend particular services (medical, clothing).

Transition from preschool to school occurs during term four and due to the children's familiarity with the facilities, some of the routines and school programs, the transition is quite smooth. The preschool has four student free days per term including two for DECD Early Years Learning Design, Assessment and Moderation around reflective practice and the preschool Indicators: Numeracy and Literacy as well as two site or partnership based days.

The Preschool operates in line with the SA DECD school terms.

End of term 1 holidays: 14th – 29th April

End of term 2 holidays: 7th – 22nd July

End of term 3 holidays: 29th – 14th Oct

End of term 4 holidays: 14th Dec- 28th Jan 2019

Ample parking is available adjacent to the preschool or school front office.

How are the children grouped at your service?

They are in one group together.

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

Louise Watson, Nominated supervisor/Principal

Jane Forrest, Certified Supervisor/Preschool teacher

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators:

Service statement of philosophy

Please insert your service's statement of philosophy here.

KARCULTABY SCHOOL BASED PRESCHOOL Philosophy statement

At Karcultaby preschool, staff and families will:

- ensure secure, respectful and positive working relationships, always putting the child first,
- have high expectations and ensure equity,
- respect for diversity and a sustainable environment,
- use reflective practice to identify ongoing learning opportunities for all,

So that children at Karcultaby preschool will:

- have a strong sense of identity and wellbeing,
- be connected and contribute positively to their world,
- be confident, creative and curious learners,
- be effective communicators,
- have fun through play!

REVIEWED: Term 1 2018
ADOPTED: 6th Feb 2018

Reviewed by preschool staff, families and children.
Endorsed formally by preschool families at the term 1
Early Years meeting.



Quality Area 1: Educational program and practice

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children’s learning and development. In school age care services, the program nurtures the development of life skills and complements children’s experiences, opportunities and relationships at school, at home and in the community.

Quality Area 1: Standards and elements

Standard 1.1	The educational program enhances each child’s learning and development.	
Approved learning framework	Element 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.
Child-centred	Element 1.1.2	Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.
Standard 1.2	Educators facilitate and extend each child’s learning and development.	
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	
Assessment and planning cycle	Element 1.3.1	Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.

Critical reflection	Element 1.3.2	Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child’s progress.

Quality Area 1: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.2.3	section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)
1.1.1	section 168(1)(a)-(b)	Program designed for each child
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	section 168(1)(c)-(d)	Program designed for each child
1.1.1, 1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	regulation 73	Educational program
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
1.3.1, 1.3.3	regulation 75	Information about the educational program to be kept available
1.3.3	regulation 76	Information about educational program to be given to parents
1.3.3	regulation 111	Administrative Space

Standard/element	National Law (section) and National Regulations (regulation)	
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 155	Interactions with children
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 156	Relationships in groups
1.3.1	regulation 177(1)(a)	Prescribed enrolment and other documents to be kept by approved provider – the documentation of child assessments or evaluations for delivery of the educational program
1.3.1	regulation 178(1)(a)	Prescribed enrolment and other documents to be kept by family day care educator – the documentation of child assessments or evaluations for delivery of the educational program
1.1.1	Regulation 254	Declared approved learning frameworks
1.3.1, 1.3.3	regulation 274A NSW	Programs for children over preschool age
1.3.1, 1.3.3	regulation 289A NT	Programs for children over preschool age
1.3.1, 1.3.3	regulation 298A Qld	Programs for children over preschool age

Quality Improvement Plan for Quality Area 1: Educational program and practice

Summary of strengths for Quality Area 1

Strengths		
Standard 1.1	The educational program enhances each child's learning and development	
Approved learning framework	Element 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.
STRENGTHS	<p>The EYLF is embedded in the intentional learning program by focussing on BELONGING for all of term 1 and into term 2, BEING term 2 and into 3 and BECOMING in term 3 and 4. A range of planned learning activities are designed around each framework component through a range of structured/unstructured play based pedagogies.</p> <p>Oral language occurs through extended conversations with children, reading stories and getting children to explain their thinking when completing an activity.</p> <p>We are fortunate in a small community to work closely with families and gather information from children and families about their strengths, interests and abilities which are used to inform and build the foundation of our program.</p> <p>Connection with the school community through programmed activities– library visits/junior primary integration, school student involvement for their curriculum (ie. secondary students undertaking activities with preschool children) all provide rich opportunities to maximise children's learning.</p> <p>A collaborative curriculum planning session is held with staff and the principal at the end of each week. The sessions start with reflecting on the learning that has happened that week. A comprehensive program planning sheet is used. The teacher then further develops the specific teaching and learning activities for each week and others contribute as needed (resources, examples ideas etc).</p>	
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
STRENGTHS	<p>We regularly seek information from families about their child and discuss individual learning goals for children at meetings in term one and four. This information is documented and included in each child's folder that are accessible to parents and children at any time and go home each term.</p> <p>The collaborative curriculum planning session incorporates information from the individual learning plan, family meeting and other communication, observations and wonderings form part of the intentional learning activities for each child.</p> <p>Children's voice is promoted through free play and structured play may also include free choice elements. Children are encouraged to share their interests and then we focus a session of learning around this. We follow the interest of every child which often forms the basis of children's learning stories.</p>	
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

STRENGTHS	<p>Curriculum decision making is based on children's interests, family information collected on enrolment (through documentation and interviewing parents/caregivers), school priorities, special days (Biggest Morning Tea), theme approach relevant to children, home visits, excursions, DECD priorities, formal assessments/checklists/screeners, parent communication, EYLF, development of routines, collaborating with JP teacher. Staff have a thorough understanding of each child's current knowledge, ideas, culture, abilities and interests because we belong to the K-12 school environment (including brothers and sisters) within a small, quite remote community. Direct communication/interviews with families are generally easy to organise, screening information program/support services is shared for use at preschool and home, home visits and having a small cohort of children and parents are all used to build a partnership around each child, to maximise their opportunities.</p> <p>In 2017, we implemented a roster where children shared the group leader and were given the responsibility for some of the preschool jobs to foster a sense of responsibility and develop confidence.</p>
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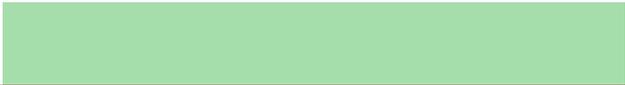
Standard 1.2	Educators facilitate and extend each child's learning and development.	
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
STRENGTHS	<p>Intentional teaching is used when individual children's interests/strengths/weaknesses are identified, with specific programs devised for individuals (based on interests/cognitive, social, physical, developmental learning). A comprehensive program planning sheet is used.</p> <p>Books and stories are regularly utilised to target specific learning intentions as determined through observations, child's interest, child protection curriculum or other programmed learning.</p>	
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
STRENGTHS	<p>Staff use OWL (observe, wait, listen) and strive for five strategies to extend children's ideas and conversations to deepen their learning through play. Extended thinking about play when children are really engaged with an activity, learning is recorded through photos, comments are made in the observations book and learning stories are written and emailed to families.</p>	
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
STRENGTHS	<p>Children are encouraged to make choices and decisions within daily activities and routines to promote their sense of identity and autonomy. Children share roles of responsibility in the preschool.</p> <p>Within the daily routine, there are times when children have free choice play. During outdoor times, a range of equipment is set up guided by children's choice and input which enables flexibility of play and choice.</p> <p>Learning around A and B choices is consistently used with children and modelled by staff by thinking aloud.</p>	

Standard 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	
Assessment and planning cycle	Element 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
STRENGTHS	During the collaborative planning session, discussions centre around reflecting on how the intentional learning for each child or the group went -what worked and what did not, then based on the observations, staff plan the next steps to extend or re-direct the learning. This is documented through anecdotal records and learning stories. The use of the Teaching Made Easy app, daily observations book, and the program planner are efficient for tools for documentation. Each child's individual learning plan and particularly each child's goal incorporates strategies for the child, family and educators and is reviewed.	
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
STRENGTHS	Critical reflection on children's learning and development is used in ongoing programming to support and scaffold further development of individual and group interests, learning and wellbeing. This is discussed between staff at the end of each day and particularly at the collaborative planning session at the end of the week.	
Information for families	Element 1.3.3	Families are informed about the program and their child's progress.
STRENGTHS	Our families are always encouraged to participate in a partnership with us in their child's learning and development. This is explained at the Early Years meeting and at the individual learning meetings. The documentation about each child's program and progress is available to all families at all times, through communication books (sent to and from Kindy on a daily basis), Learning Story portfolios (on display in individual children's pigeon holes and sent home at the end of each term), art folios, emails (Learning Stories), termly planners for families and termly newsletters and displays of work. Individual folders of screeners/checklists etc. are kept by staff to be shared with families and DECD staff where required. Individual learning plan meetings are held twice a year; in term 1 to share transition progress and set an improvement target with strategies for the child, staff and families. A review meeting is held in term 4.	

Key improvements sought for Quality Area 1: Educational program and practice

Improvement Plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.1	Inconsistent rhyme and syllable PASM results for the last two years and increasing number of children with speech issues.	High quality, language-rich literacy learning through oral language.	High	Staff professional learning about oral language development using support personnel. Regular oral language intentional learning in the program. Completing regular reflections about their success and modifying as appropriate.	Each child shows progress in the 'I use language to connect with my world' literacy indicator. PASM testing from term 1 to term 4 shows growth.	PASM term 1 and term 4. Oral language support through the SLLIP all year. LDAM partnership SFD term 2	
1.1.3	No process to track and share children's growth and development against EYLF and literacy and numeracy indicators.	To efficiently and clearly show children's progress and development against EYLF and literacy and numeracy indicators throughout the preschool year.	High	Investigate strategy options to clearly track a child's progress against EYLF and literacy. Trial using a proforma/strategy, get feedback from families and children before implementing. Use professional learning and support personnel to help. Share with families at individual learning plan meetings and staff at transition.	Children's progress against EYLF and literacy and numeracy indicators, is informative, useful and clear and the process is efficient.	Trial new section on individual learning plan in term 1. Use, review and modify during term 2.	



1.2.1	Learning intention of children's work samples are not clearly communicated to families.	Staff can explicitly explain the learning intentions of each activity. The learning intentions and observations of each child's achievement and engagement in the activity, provides rich feedback to children and families.	High	Devise proforma to accompany children's work samples with learning intention, observations and next steps feedback. Kindy in Action book is regularly updated with children and is on display. Staff member has designated time to organise the work samples.	Parents respond positively through informal and formal ways (conversations & preschool opinion survey). Staff can track and articulate learning against EYLF and literacy and numeracy indicators.	Template is finalised by end of term 1, week 6 and implemented. Folios go home end of term 1 with family feedback sheet.
1.3.3	Quality of regular communication to family's needs improvement.	High quality comments in communication book. Photo pages of individual children in the preschool to go home twice a term - between learning stories.	High	A consistent structure for daily communications comments agreed upon. Feedback from families guides further modifications for improvement.	Positive feedback from parents at early years meeting and in preschool opinion survey.	Communication structured headings implemented by Term 1 week 3. Family feedback sheet end term 1. Modify if required.

Quality Area 2: Children's health and safety

This quality area of the *National Quality Standard* focuses on safeguarding and promoting children's health and safety.

Quality Area 2: Standards and elements

Standard 2.1	Each child's health and physical activity is supported and promoted.	
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2	Each child is protected.	
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

Quality Area 2: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3	section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)
2.2.3	section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
2.2.1	section 165	Offence to inadequately supervise children
2.1.1	section 166	Offence to use inappropriate discipline
2.2.1	section 167	Offence relating to protection of children from harm and hazards
2.2.1	section 169	Offence relating to staffing arrangements
2.2.1	section 170	Offence relating to unauthorised persons on education and care service premises
2.2.1	section 171	Offence relating to direction to exclude inappropriate persons from education and care premises
2.2.1	section 189	Emergency removal of children
2.1.2, 2.1.3, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.1.3, 2.2.1	regulation 78	Food and beverages
2.1.3, 2.2.1	regulation 79	Service providing food and beverages
2.1.3, 2.2.1	regulation 80	Weekly menu
2.1.1	regulation 81	Sleep and rest
2.2.1	regulation 82	Tobacco, drug and alcohol free environment
Standard/element	National Law (section) and National Regulations (regulation)	

2.2.1	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.2.3	regulation 84	Awareness of child protection law
2.1.2, 2.2.2, 2.2.3	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.2, 2.2.1, 2.2.2, 2.2.3	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.2, 2.2.1, 2.2.2, 2.2.3	regulation 87	Incident, injury, trauma and illness record
2.1.2	regulation 88	Infectious diseases
2.1.2	regulation 89	First aid kits
2.1.2, 2.2.1	regulation 90	Medical conditions policy
2.1.2, 2.2.1	regulation 91	Medical conditions policy to be provided to parents
2.1.2, 2.2.1	regulation 92	Medication record
2.1.2	regulation 93	Administration of medication
2.1.2	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.2	regulation 95	Procedure for administration of medication
2.1.2	regulation 96	Self-administration of medication
2.2.2	regulation 97	Emergency and evacuation procedures
2.2.2	regulation 98	Telephone or other communication equipment

Standard/element	National Law (section) and National Regulations (regulation)	
2.2.1	regulation 99	Children leaving the education and care premises
2.2.1	regulation 100	Risk assessment must be conducted before excursion
2.2.1	regulation 101	Conduct of risk assessment for excursion
2.2.1	regulation 102	Authorisation for excursions
2.1.2	regulation 136	First aid qualifications
2.2.1	regulation 161	Authorisations to be kept in enrolment record
2.1.2, 2.2.1	regulation 162	Health information to be kept in enrolment record, including the immunisation status of the child
2.2.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.2.2	regulation 161	Authorisations to be kept in enrolment record
2.2.2	regulation 162	health information to be kept in enrolment record
2.2.1	regulation 166	Children not to be alone with visitors
2.1.2, 2.1.3, 2.2.1, 2.2.2	regulation 168	Education and care service must have policies and procedures
2.1.1	regulation 168(2)(a)(v)	Education and care service must have policies and procedures in relation to sleep and rest for children



Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.2.2, 2.2.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
2.1.2, 2.2.2, 2.2.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
2.2.1	regulation 274 NSW	Swimming pools
2.2.1	regulation 344 Tasmania	Safety screening clearance – staff members
2.2.1	regulation 345 Tasmania	Swimming pool prohibition

Quality Improvement Plan for Quality Area 2: Children’s health and safety

Summary of strengths for Quality Area 2

Strengths	Standard 2.1 Each child’s health and physical activity is supported and promoted.	
	Wellbeing and comfort	Element 2.1.1 Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.
	STRENGTHS	Preschool routine includes relaxation time. Individual cushions are supplied for relaxation time and/or when required. If children are unwell they can go to the school sick bay, lay on a bed and be supervised by the site first aid officer. Staff ensure children are clothed appropriately. Staff are responsive to student’s emotional wellbeing and act as needed to support the child, communication with parents includes positives or concerns as required.
	Health practices and procedures	Element 2.1.2 Effective illness and injury management and hygiene practices are promoted and implemented.
	STRENGTHS	Health care plans are stored in child files and on display for all staff to refer to. Medications are stored safely and appropriately. Hygiene signs are displayed in the centre. Children are encouraged to wash their hands, use appropriate hygiene when toileting, eating, coughing etc. These skills are included in the program. There are appropriate washing and toilet facilities. Family information handbook includes infection control information and the appropriate procedure is followed. Handbooks are given to families and is available on the school/preschool website. Contact is made with families as appropriate.
	Healthy lifestyle	Element 2.1.3 Healthy eating and physical activity is promoted and is appropriate for each child.
	STRENGTHS	Fruit time is promoted in the daily routine. Food is stored safely. Healthy eating practices are included in the program and modelled by staff. Seasonal vegetable, herb and flower garden is planted, to allow children to plant, grow, taste/share and cook with the produce. Gross and fine motor skills are developed through play opportunities. Dance, movement and music are part of the daily program. Lunch boxes are stored on the bench or in the fridge as required but within reach of the child.
	Standard 2.2 Each child is protected.	
Supervision	Element 2.2.1 At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	
STRENGTHS	Children are vigilantly supervised at all times for indoor and outdoor activities, as well as recess and lunchtimes. Staff have completed the Responding to Abuse and Neglect update course as well as first aid. Children have an older student or sibling designated as a buddy to help them on and off the school bus. Children are supervised getting onto and off the school bus by staff. Children are involved in risk assessments of some activities. Correct excursion procedures are completed well in advance of an excursion, including a risk assessment so that risks are identified and minimised beforehand.	



	Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
	STRENGTHS		A site WH&S inspection is undertaken and a site-based action plan is developed. School hazard management system is used within the preschool and the principal and school WHS provide support to staff. Sun safety measures are followed. Booster seats and seat belts are used by all children on the school buses. Bus drivers complete checklist to ensure all children have got off the bus. Parent contact details are part of the school text information system which can be used in emergencies. Emergency procedures are displayed along with emergency telephone numbers. A fire blanket and fire extinguisher are accessible. Invacuation and evacuation drills are practiced twice a term. Bushfire procedures are reviewed annually. Responsible supervisor information is displayed.
	Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
	STRENGTHS		All staff have undertaken applied First Aid/Asthma/Anaphylaxis training and Respond Abuse Neglect update training and are aware of their obligations as educators. Child Protection curriculum is integrated within the learning program.

Key improvements sought for Quality Area 2: Children’s health and safety

Improvement Plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.1	Some children disengage with the relaxation strategy used.	The wellbeing needs of all students are met. Children’s preferred strategies for relaxation are implemented within the program.	Med	Discuss the importance of relaxation with the children. Implement a variety of ways to relax during preschool routine and gain feedback from children about what they prefer. Acting on feedback from children, roster children’s preferred relaxation strategies into the program.	All children enjoy the relaxation time. Children can explain the importance of relaxation for themselves and other people.	During term 1, trial a range of relaxation techniques. Term 2 include children’s input into the session. Continue with feedback and increasingly more student input.	
2.1.3	Limited access for parents to be informed of current thinking about health and wellbeing strategies they can use to support their children.	Parents learn current thinking in early childhood education about ways they can support their child’s health and wellbeing.	Med	Survey parents about health and wellbeing information they may be interested in, so they can further support and enhance their child’s health. Possibly link with the school and arrange a workshop to be held, possibly through PIE	A parent information session is held and well attended by preschool parents. Parents’ feedback is positive and further health related conversations are followed up through communication processes and early year committee meetings.	Discuss options with families at term 2 Early Years meeting. Advertise school session term 1 wk	



				grant or with a visiting health practitioner.		11 and others in the year.	
2.2.1	Improved documentation of ongoing risk assessments with children.	Risk assessments with children become embedded practice and children become highly aware of risks and how they can be managed. Children recognise that some level of risk is okay.	Med	Risk assessment big book is used with children when an activity is identified through learning program. Book is available and on display in preschool. Intentional teaching occurs throughout the activity referring back to the risk assessment. Learning is documented and shared with families through communication book and/or learning story.	Risk assessment big book is consistently used. Children can recognise activities when a risk assessment is required and have increasing sophistication in their ability to do a risk assessment.	Start in term 1 week 1 and continue throughout the year.	

Quality Area 3: Physical environment

This quality area of the *National Quality Standard* focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

Quality Area 3: Standards and elements

Standard 3.1		The design of the facilities is appropriate for the operation of a service.
Fir for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2		The service environment is inclusive, promotes competence and supports exploration and play-based learning.
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

Quality Area 3: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
3.2.3	section 168	Offence relating to required programs
3.2.3	regulation 73(2)(b)	Educational program is to contribute to the outcome that each child will be connected with and contribute to his or her world
3.1.1, 3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104	Fencing and security
3.2.1, 3.2.2	regulation 105	Furniture, materials and equipment
3.1.1, 3.1.2	regulation 106	Laundry and hygiene facilities
3.1.1	regulation 107	Space requirements—indoor
3.1.1	regulation 108	Space requirements—outdoor space
3.1.1, 3.1.2, 3.2.1	regulation 109	Toilet and hygiene facilities
3.1.1	regulation 110	Ventilation and natural light
3.1.1	regulation 111	Administrative space
3.1.1, 3.1.2	regulation 112	Nappy change facilities
3.1.1, 3.2.1, 3.2.2	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.1	regulation 115	Premises designed to facilitate supervision



Standard/element	National Law (section) and National Regulations (regulation)	
3.1.1, 3.1.2	regulation 116	Assessments of family day care residences and approved family day care venues
3.1.1	regulation 117	Glass (additional requirement for family day care)
3.1.1, 3.1.2	regulation 274 NSW	Swimming pools
3.1.1, 3.1.2	regulation 345 Tasmania	Swimming pool prohibition

Quality Improvement Plan for Quality Area 3: Physical environment

Summary of strengths for Quality Area 3

Strengths	Standard 3.1 The design of the facilities is appropriate for the operation of a service.	
	Fir for purpose	Element 3.1.1
STRENGTHS	Our indoor and outdoor spaces are utilised every session, catering for each child's needs and interests. Our centre offers both manufactured and natural features and structures, such as trees/stumps/plants and modular playground equipment, for our children's learning. Indoor and outdoor areas are spacious and well ventilated. The centre has a great indoor and outdoor space with well-equipped resources to foster children's learning and development. We have great shade provided by sails and big gum trees. A regulation fence surrounds the ground to ensure the children's safety. The sandpit is covered after each session. The preschool is part of the school WHS site inspection checklist and other WHS procedures and staff are aware of their responsibilities. Daily and quarterly checklists of outdoor areas are completed.	
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
STRENGTHS	The centre's premises, furniture and equipment are safe, clean and well maintained. All electrical appliances are safety tested annually. A playground check is carried out at the beginning of each year and on a daily basis. The centre is cleaned professionally after each session. The groundsman maintains the outdoor area and surrounds.	
Standard 3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning.		
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
STRENGTHS	Different indoor and outdoor equipment is set up for each session according to the children's interests, needs or for the intentional learning program. Individual cushions are supplied for relaxation time and/or when required. Children play a role in setting up the equipment. Both indoor and outdoor spaces are flexible, and the equipment or furniture is moved around regularly. The indoor pods access natural lighting and enable creative play.	
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, enable every child to engage in play-based learning.
STRENGTHS	A variety of play equipment for inside and outside is regularly utilised and changed depending on the learning, range of children's interest and staff response to children's voice. Display shelves of equipment and resources aim to encourage children to use 'new' equipment. The area is large enough that children can easily find an area to play and spread out. The Early Years committee fund the purchase of new equipment to keep updating old equipment.	



Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.
STRENGTHS	Learning about the environment is part of the curriculum and staff encourage children to look after the environment we live in by e.g. not wasting water. Recycled materials are often used for activities. Children are encouraged to care for their natural environment and learn about living things through the curriculum – e.g. lizards, birds, and plants that they may find at or bring to Kindy. Children use 'food bins' during the day to separate rubbish, food scraps and citrus peel. A compost bin is currently being maintained to use on our raised garden beds.	

Key improvements sought for Quality Area 3: Physical environment

Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.1	There is no real nature play area for children to actually play and engage in for a quality experience; most of it is garden edging. The area adjacent to the preschool is ugly and is one of the entrances to the school/preschool.	A visually appealing, low maintenance, safe, Nature Play outdoor space is installed for preschool children to access. The space will enhance the children's growth against the EYLF and literacy and numeracy indicators.	High	The principal will liaise with Climbing Tree, staff, children and families to design and install a Nature Play space adjacent to the preschool and discuss ideas within the preschool yard. Budget considerations are met. The whole process forms part of the learning program. Play in the space is included in the learning program with staff engaging in conversations with children to enhance their learning. Regular observations, documentation and sharing of the learning will occur. Observations and feedback from children direct modifications for further improvement.	The area is visually appealing, low maintenance and safe. Children can articulate their involvement in the process. Children actively play in the space and quality literacy and numeracy learning is observed as well as growth in learning dispositions and confidence in risk-taking. Learning stories document this growth effectively and are shared with families. Positive feedback from families, staff, children and the wider community formally and informally.	Principal to start liaisons with an organisation to initiate designs in term 2. Work out timeline from there and ensure input from children and families.	

3.2.2	Loose parts play has not consistently and intentionally been implemented within the learning program.	Loose parts play, both outdoors and indoors, will provoke growth and engagement of children's curiosity and creativity.	High	<p>Staff will use the wider community to gather a range of loose parts and store them appropriately.</p> <p>Staff will include loose parts play in the planned learning program and provide opportunity for children to engage with loose parts play in unplanned learning times. Nature Play SA educator's membership program will be used as a resource.</p> <p>Regular observations, documentation and sharing of the learning will occur.</p> <p>Observations and feedback from children will direct modifications for further improvement.</p>	<p>Children readily engage with loose parts play and observations confirm their curiosity and creativity has grown and become more sophisticated.</p> <p>Staff are confidently increasing the sophistication of planning the loose parts play learning.</p> <p>Learning stories document this growth effectively and are shared with families.</p> <p>Positive feedback from families, staff and children.</p>	<p>Newsletter article early term 2. Trial during term 2.</p> <p>Review and extend for term 3 and even more extension in term 4.</p>	
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Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

Quality Area 4: Standards and elements

Standard 4.1 Staffing arrangements enhance children's learning and development.		
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2 Management, educators and staff are collaborative, respectful and ethical.		
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

Quality Area 4: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	section 161	Offence to operate education and care service without nominated supervisor
4.1.1	section 162	Offence to operate education and care service unless responsible person is present
4.1.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1.1	section 164A	Offence relating to the education and care of children by family day care service
4.1.1	section 169	Offence relating to staffing arrangements
4.1.1	regulations 119–120	Age and supervision requirements
4.2.2	regulation 117A-117C	Minimum requirements for a person in day-to-day charge, nominated supervisor and family day care educator
4.1.1, 4.1.2	regulations 121–124	Minimum number of educators required
4.1.1	regulations 125–128	Educational qualifications for educators
4.1.1, 4.1.2	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1.1	regulations 137–143	Approval and determination of qualifications
4.1.1, 4.1.2	regulation 144	Family day care educator assistant
4.1.1	regulations 145–152	Staff and educator records—centre-based services

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulation 153	Register of family day care educators
4.1.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
4.1.1, 4.1.2, 4.2.1, 4.2.2	regulation 168(2)(i)	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.
4.2.1	regulation 169(2)(d)	Additional policies and procedures in relation to monitoring, support and supervision of family day care educators (family day care service)
4.2.1	regulation 169(2)(g)	Additional policies and procedures in relation to the provision of information, assistance and training to family day care educators (family day care service)
4.1.1	regulation 239	Centre-based service offering a preschool program in a composite class in a school
4.1.1	regulation 239A	Centre-based services in remote and very remote areas—attendance of early childhood teachers
4.1.1	regulation 240	Qualifications for educators (centre-based service)
4.1.1	regulation 241	Persons taken to hold an approved early childhood teaching qualification
4.1.1	regulation 242	Persons taken to be early childhood teachers
4.1.1	regulation 243	Persons taken to hold an approved diploma level education and care qualification
4.1.1	regulation 243A	Persons taken to hold an approved diploma level education and care qualification for regulation 128 in Queensland
4.1.1	regulation 244	Persons taken to hold an approved certificate III level education and care qualification
4.1.1	regulations 260-262 ACT	Children over preschool age – minimum number of educators and qualifications required

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulations 266-267 ACT	Transitional provisions – staffing arrangements (centre-based services)
4.1.1	regulations 271-272 NSW	Minimum number of educators and qualifications and training required
4.1.1	regulation 278 NSW	Qualifications for primary contact staff members-saving
4.1.1	regulation 290 NT	General qualification requirements for educators – children over preschool age
4.1.1	Regulation 294 NT	Early childhood teacher – 60 or more children
4.1.1	regulation 385 ACT	Resignation of early childhood teacher

Quality Improvement Plan for Quality Area 4: Staffing arrangements

Summary of strengths for Quality Area 4

Strengths	Standard 4.1 Staffing arrangements enhance children's learning and development.	
	Organisation of educators	Element 4.1.1 The organisation of educators across the service supports children's learning and development.
	STRENGTHS	Our centre is staffed accordingly to formula 1:10. We currently have a qualified teacher, an SSO who has a Diploma in Children's Services and a school based student volunteer for a few hours per week. Our educator to child ratios are met and we ensure our children are supervised at all times each session. Staff receive the non-contact time as required. A phone is available within the preschool so staff do not need to leave the room, but they may use the phone in the adjoining staff office for confidentiality. Preschool support is implemented by the SSO supported by the speech pathologist assigned to our site.
	Continuity of staff	Element 4.1.2 Every effort is made for children to experience continuity of educators at the service.
	STRENGTHS	TRTs and relief SSOs who are eligible to work in the preschool are used when needed. Well written notes for learning and routines are left for TRT staff. TRTs and teachers on leave are invited to attend professional learning opportunities.
	Standard 4.2 Management, educators and staff are collaborative, respectful and ethical.	
	Professional collaboration	Element 4.2.1 Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
	STRENGTHS	Interactions and relationships are respectful and in line with the Code of ethics and staff agreements; which is discussed as a whole school staff at the start of every year. Individual's beliefs and ideas are considered at all times to ensure interactions and relationships between children, parents and staff are professional and respectful. Staff members plan together, sharing ideas and set goals which promote each other's talents and expertise. Interactions are always respectful. New ideas are embraced and respected, using individual skills in different areas.
Professional standards	Element 4.2.2 Professional standards guide practice, interactions and relationships.	
STRENGTHS	Care and respect of children, educators and families are practiced and demonstrated, taking individuals beliefs, ideas, knowledge and interests into consideration. All staff are familiarising themselves with the National Quality Standard changes and are implementing the preschool Literacy and Numeracy Indicators. The Early Years Learning Framework is used for all programming. Staff members take part in regular Training and Development to maintain and increase their knowledge of the Early Years. Staff have a formal agreement to adhere to, they share tasks and offer assistance to each other when needed. Staff regularly have informal discussions and document necessary issues in a staff communication book for others to read and	

stay up to date with. Employee complaint resolution procedure discussed at staff meeting and information is on display in the staff room. The Performance Development Plan process incorporates the National Professional Standards for Teachers.

Key improvements sought for Quality Area 4: Staffing arrangements

Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.1.1	Communication and documentation of preschool processes needs improvement to enable smooth transition into the workplace -this is for TRTs and when staff have extended leave (in 2018).	<p>Documentation of preschool processes is clear, easy to access and comprehensive.</p> <p>New staff are aware of roles and responsibilities and are able to make a smooth transition into the preschool. Children's learning is enhanced by new staff members.</p>	High	<p>Relevant school/ preschool information is made available through the staff OneNote.</p> <p>Hard copy information is collated into a folder for ease of access. The folder is organised into sections including; staff roles and responsibilities, daily procedures, teaching and learning, assessment, general policies and procedures.</p> <p>Reviews of the information happen regularly and updated if procedures change or new ones implemented.</p>	<p>Children are comfortable with new staff as the routine is known and followed, enabling children to feel safe. Children's learning is enhanced by what new staff bring.</p> <p>Staff are conversant and able to follow procedures preschool/ school processes and expectations because the information is clear and easy to follow.</p>	Folder to be completed by term 2 week 5.	

4.1.1	As we will be impacted by the Preschool in rural communities policy, in that we will not be receiving funding for a preschool teacher, staffing options for 2019 need finalising this year. It is an emotional issue amongst the wider parent body and will have an impact on school staffing.	The final decision about staffing the preschool in 2019 has the child at the centre with a reasonable balance of staffing and financial requirements met. The process is transparent and allows all parties to provide input. Families and staff are supported to manage their emotional investment in the issue by clear communication at every stage.	High	During term 2, the principal will discuss financial and HR options with relevant DECD personnel as well as investigating what other sites affected by the policy have done. Together, considering our site context the principal will develop a range of options of what 2019 preschool could look like and take it to the PAC, staff, preschool and early years parents (preschool and school). This parent discussion will be a meeting so that grievances can be aired publicly so that emotional responses are dealt with effectively.	<p>All parties feel they have contributed to the final decision.</p> <p>The final decision caters for the needs of the children concerned within reasonable staffing and financial constraints.</p> <p>The final decision is likely to be sustainably replicated when the preschool is again affected by the policy.</p> <p>The decision is made so that all parties have time to be ready -organisationally and emotionally.</p>	<p>Decision made by the end of term 2.</p> <p>Organisation of implementation by end of term 3, ready for transition in term 4.</p>	
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Quality Area 5: Relationships with children

This quality area of the *National Quality Standard* focuses on relationships with children being responsive, respectful and promoting children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

Quality Area 5: Standards and elements

Standard 5.1		
	Respectful and equitable relationships are maintained with each child.	
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
Standard 5.2		
	Each child is supported to build and maintain sensitive and responsive relationships.	
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Quality Area 5: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
5.1.2, 5.2.2	section 166	Offence to use inappropriate discipline
5.1.1, 5.2.1, 5.2.2	regulation 73	Educational program
5.2.1, 5.2.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 155	Interactions with children
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 156	Relationships in groups
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 168(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

Quality Improvement Plan for Quality Area 5: Relationships with children

Summary of strengths for Quality Area 5

Strengths	Standard 5.1 Respectful and equitable relationships are maintained with each child.		
	Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
	STRENGTHS	Small cohorts enable staff to relate to each child in an extended way, easily include all children and support each child individually. Continuity of staff from pre-entry transition to preschool and school enables children to build trust and 'know the situation' as change is reduced. Preschool structure/routines to the day enable children to become familiar with preschool, know what to expect and their role within it. Sharing roles and jobs enables children to experience responsibilities and this is encouraged and supported by staff and the other children.	
	Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
	STRENGTHS	Interactions with each child by preschool and school staff is positive and ensures the child feels important and realises they are valued. Staff are consistently observing the children to identify when there is a need to address an imbalance in interactions between the children or if rights of all children are not be allowed.	
	Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships.		
	Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
	STRENGTHS	Socialising, feelings and friendship skills are a focus of the Belonging learning program and development is encouraged and supported by staff and the other children throughout a variety of intentionally planned learning activities and conversations throughout the preschool year. As issues arise, intentional teaching occurs to address and identify resolution options for children so that they develop their self regulation skills.	
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	
STRENGTHS	Learning around A and B choices is consistently used with children and modelled by staff by thinking aloud, reading relevant stories, learning about the behaviour guidance procedure code including using safe feet, safe hands, safe mouth, and emphasising how what we do can affect others. Communication with, and involvement of families at the earliest opportunity to work together positively to assist the child's wellbeing and learning is organised by staff.		

Key improvements sought for Quality Area 5: Relationships with children

Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.1.	Limited number and diversity of children in the group is limiting children's development of skills to interact, collaborate and feel comfortable with a more diverse group of children.	<p>Opportunities are provided for children to mix and collaborate with a more diverse group.</p> <p>Children develop increasingly sophisticated skills and comfort levels of interacting and collaborating with a range of other children.</p> <p>Children identify and appreciate diversity.</p>	High	<p>Learning program includes the appreciation of diversity, including cultural diversity, individual strengths and social skills through a range of planned activities.</p> <p>Utilise visits with the neighbouring preschool as often as possible to extend the group of children.</p> <p>School students will be used as 'buddies' for outdoor play at least one recess a week.</p> <p>The R/1 children will be invited to use the preschool yard for one lunch time a week.</p> <p>Opportunities will be planned for collaborative activities with the Reception/Year 1 class.</p> <p>Pre entry children will start orientation at the beginning of Term 4,</p>	<p>Observations and feedback from children show the development of increasingly sophisticated level of skills and comfort level in interacting and collaborating with other children.</p> <p>Observations and feedback from children show a strong level of respect for diversity, including cultural diversity and difference.</p> <p>Positive feedback from families, staff and children both formally and informally.</p>	An event/activity is planned for each term outside of the preschool and weekly within the site.	



				one day a week, building up to two days a week. Ongoing observations and reflection will direct modifications for further improvements.			
5.2.2.	Each child needs educator support to develop the skills to enable them to show empathy towards their peers and be inclusive of others, scaffolding the children's emerging communication skills needed.	Each child is able to respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	Med	Learning program includes elements of 'whole brain' thinking, mindfulness and social skills through a range of planned activities, using aspects of self regulation as a focus, as well as specific programs such as "What's the Buzz", "STOP, THINK, DO" and "Have a Go Spaghettio"	Observations of and feedback from children, indicate that children are displaying the capacity to self regulate, developing the ability to communicate their needs and feelings freely to their peers and educators.	Organisation of program established by commencement of Term 2.	

Quality Area 6: Collaborative partnerships with families and communities

This quality area of the *National Quality Standard* focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

Quality Area 6: Standards and elements

Standard 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

Quality Area 6: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
6.1.2	section 168	Offence relating to required programs
6.1.3	section 172	Offence to fail to display prescribed information
6.1.3, 6.2.1	section 175	Offence relating to requirement to keep enrolment and other documents
6.1.1, 6.1.3	regulation 31	Condition on service approval – quality improvement plan
6.1.1, 6.1.2, 6.2.2, 6.2.3	regulation 73	Educational programs
6.1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1.3	regulation 75	Information about the educational program to be kept available
6.1.3, 6.2.2	regulation 76	Information about educational program to be given to parents
6.1.3	regulation 80	Weekly menu
6.1.1, 6.1.2, 6.1.3, 6.2.1	regulation 111	Administrative space (centre-based services)
6.1.2	regulation 155(e)	Interactions with children have regard to the family and cultural values, age, and physical and intellectual development and abilities of each child
6.1.1	regulation 157	Access for parents
6.1.1, 6.1.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
6.2.1	regulation 168(2)(j)	Education and care service must have policies and procedures in relation to interactions with children
6.1.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation
Standard/element	National Law (section) and National Regulations (regulation)	

6.1.3	regulation 171	Policies and procedures to be kept available
6.1.1, 6.1.3, 6.2.2	regulation 172	Notification of change to policies or procedures
6.1.3	regulation 173	Prescribed information is to be displayed
6.1.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1.3	regulation 181	Confidentiality of records kept by approved provider
6.1.3	regulation 182	Confidentiality of records kept by family day care educator
6.1.3	regulation 183	Storage of records and other documents
6.1.2	regulation 274A NSW	Programs for children over preschool age
6.1.2	regulation 289A NT	Programs for children over preschool age
6.1.2	regulation 298A Qld	Programs for children over preschool age

Quality Improvement Plan for Quality Area 6: Collaborative partnerships with families and communities

Summary of strengths for Quality Area 6

Strengths	Standard 6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role.	
	Engagement with the service	Element 6.1.1
STRENGTHS	Current and new preschool families meet with the principal for a transition meeting so that new parents can ask questions of current parents about things they want to know about. The preschool information handbook is circulated to new families and is available on the school/preschool website. Preschool families are invited to be involved in the Early Years Learning Committee and regular termly meetings are held. Regular surveys, program contributions and support are sought through newsletter and other communications.	
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
STRENGTHS	Parents are respectfully acknowledged as their child's primary educator. Staff willingly listen to and seek feedback from them, to assist with the social emotional, physical and cognitive development of the child, whilst in the care of educators at the service.	
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
STRENGTHS	Families are supported through regular access to Child and Family Health Service nurse visits. Health professionals are invited to visit and excursions are planned to enhance children and families' health and wellbeing education requirements. Disability support services are utilised with regular visits and communication between staff, professionals and parents. Programs are set up and monitored. Preschool support is provided to implement speech programs, enhancing communication skills, therefore promoting inclusion. The preschool teacher regularly posts relevant information, ideas and inspiration on the early years Facebook page.	
Standard 6.2 Collaborative partnerships enhance children's inclusion, learning and wellbeing.		
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
STRENGTHS	Enrolment packs are constantly reviewed and updated. Distribution of these occurs in Term 4, prior to a child starting. Families are invited to attend a transition session where children are encouraged to explore and familiarise themselves with the environment and information is provided to parents. This precedes several orientation sessions for the following year's intake. Individual child programs are shared with parents regularly. On Preschool entry parents are provided with a family information proforma to obtain relevant information and inform families of responsibilities. Each child has information collected throughout their Preschool year, which is forwarded to the Reception teacher, to promote continuity of learning. The transition to school program is organised and	

	communicated to families in a timely manner and an information meeting is held with the principal as well as a classroom visit and morning tea with the reception teacher. Information in children's files is referred to by the reception teacher.	
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
STRENGTHS	Families are encouraged to contribute to their child's program through sharing information by means of questionnaires, daily communication book and invitations to utilise their talents in our preschool environment.	
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.
STRENGTHS	Community members are invited to take part in our program, promoting their professional knowledge or personal talents. Excursions in the community are organised. Children and staff have regular interactions with school children and staff. An Early Years Learning Committee member is a representative on the school Governing Council to promote the relationship between preschool and school. Parent contact details are part of the school text information system and they are able to join the school/preschool Facebook page. The school/preschool website includes preschool specific information.	

Key improvements sought for Quality Area 6: Collaborative partnerships with families and communities

Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.1	Due all children travelling on buses to and from the Preschool, face to face contact between educators and children's families is limited.	Parents feel at ease to visit and be involved in the daily routines and programs of the Preschool and are welcomed by educators.	Med	Parents surveyed about the types of activities/experiences that they would like to be involved in/contribute towards in their child's Preschool year. Personal invitations sent out by educators and children for special	Parent body regularly visit the Preschool and are involved/engaged in its learning program. Positive responses from families formally and informally.	First invitation during Term 2 and then at least one each term.	



				events specific to their child, eg. birthdays. Contributions acknowledged through different means of showing gratitude.			
6.1.3	Families often have limited knowledge of the services and processes available to them to assist them in parenting/family issues.	The preschool maintains collaborative relationships with families, respecting values and assisting them to feel supported.	Med	Regular updates/displays provided to families – notice board updated, flyers sent via communication folders, email.	Families are well informed of programs, services and resources available to them regarding relevant community groups able to support them in parenting and family wellbeing.	Ongoing from Term 1	
6.2.3	The importance of the early childhood ethos is not promoted well enough to school staff at and therefore some (perceived?) misconceptions can occur.	School staff are able to make connections between the early childhood ethos and their own core business.	Med	Display of information in staffroom, highlighting EYLF, Literacy and Numeracy Indicators, NQS and importance of play based learning is set up. Regular 'what's been happening at Preschool' during whole school staff meetings/on display Provide staff with regular information regarding our practices and the principles guiding them, through articles and other sources. Play based learning implemented in school. Preschool staff involved in The Big 6 of literacy	Staff understand and can articulate the importance of early childhood education in a child's learning journey and development.	The Big 6 of literacy work in term 2 & 3 starting with oral language. Play based learning implemented in school. Ongoing from Term 2	



				work with school staff in term 2 & 3 starting with the importance of oral language.			
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Quality Area 7: Governance and Leadership

This quality area of the *National Quality Standard* focuses on effective leadership and governance of the service to establish and maintain quality environments for children’s learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear directions for the service’s continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service’s statement of philosophy.

Quality Area 7: Standards and elements

Standard 7.1 Governance supports the operation of a quality service.		
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service’s operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
Standard 7.2 Effective leadership build and promotes a positive organisational culture and professional learning community.		
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development.

Quality Area 7: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	section 12	Applicant must be fit and proper person (provider approvals)
7.1.2	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.2	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.1	section 31	Condition on service approval—quality improvement plan
7.1.2	section 56	Notice of addition of nominated supervisor
7.1.2	section 56A	Notice of change of a nominated supervisor's name or contact details
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.1.2	section 161	Offence to operate education and care service without nominated supervisor
7.1.2	section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements
7.1.2	section 162	Offence to operate education and care service unless responsible person is present
7.1.2	section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
7.1.2, 7.1.3	section 163	Offence relating to appointment or engagement of family day care co-ordinators
7.1.2	section 164	Offence relating to assistance to family day care educators
7.1.2, 7.1.3	section 164A	Offence relating to the education and care of children by family day care service
7.1.3	section 165(2)	Offence to inadequately supervise children
7.1.3	section 166	Offence to use inappropriate discipline

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.3	section 167(2)	Offence relating to protection of children from harm and hazards
7.1.3	section 167(3)	Offence relating to protection of children from harm and hazards
7.2.2	section 168	Offence relating to required programs
7.1.3	section 168(2)	Offence relating to required programs
7.1.2, 7.1.3	section 169	Offence relating to staffing arrangements
7.1.2	section 170	Offence relating to unauthorised persons on education and care service premises
7.1.3	section 170(3)	Offence relating to unauthorised persons on education and care service premises
7.1.3	section 170(4)	Offence relating to unauthorised persons on education and care service premises
7.1.2	section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises
7.1.2	section 172	Offence to fail to display prescribed information
7.1.2	section 173	Offence to fail to notify certain circumstances to Regulatory Authority
7.1.2	section 174	Offence to fail to notify certain information to Regulatory Authority
7.1.2, 7.1.3	section 174A	Family day care educator to notify certain information to approved provider
7.1.2	section 175	Offence relating to requirement to keep enrolment and other document
7.1.3	section 175(3)	Offence relating to requirement to keep enrolment and other documents
7.1.2	section 188	Offence to engage person to whom prohibition notice applies
7.1.2	regulation 16	Matters relating to criminal history
7.2.1	regulation 31	Condition on service approval-quality improvement plan
7.1.1, 7.2.1	regulation 55	Quality improvement plans

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.1, 7.2.1	regulation 56	Review and revision of quality improvement plans
7.1.3	regulation 72	Offences in relation to giving false or misleading statements about ratings
7.2.2	regulation 73	Educational program
7.1.3	regulation 77(2-3)	Health, hygiene and safe food practices
7.1.3	regulation 78(2-3)	Food and beverages
7.1.3	regulation 79(2-3)	Service providing food and beverages
7.1.3	regulation 80(2-3)	Weekly menu
7.1.3	regulation 81(2-3)	Sleep and rest
7.1.3	regulation 82	Tobacco, drug and alcohol-free environment
7.1.3	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
7.1.2, 7.1.3	regulation 84	Awareness of child protection law
7.1.2, 7.1.3	regulation 85	Incident, injury, trauma and illness policies and procedures
7.1.2	regulation 86	Notification to parents of incident, injury, trauma and illness
7.1.2, 7.1.3	regulation 87	Incident, injury, trauma and illness record
7.1.2	regulation 88	Infectious diseases
7.1.2, 7.1.3	regulation 89	First aid kits
7.1.2, 7.1.3	regulation 90	Medical conditions policy
7.1.2, 7.1.3	regulation 92	Medication record
Standard/element	National Law (section) and National Regulations (regulation)	

7.1.3	regulation 93(3-4)	Administration of medication
7.1.3	regulation 94(2)	Exception to authorisation requirement—anaphylaxis or asthma emergency
7.1.3	regulation 95(c)	Procedure for administration of medication
7.1.2, 7.1.3	regulation 97	Emergency and evacuation procedures
7.1.3	regulation 98	Telephone or other equipment
7.1.2, 7.1.3	regulation 99	Children leaving the education and care service premises
7.1.3	regulation 100	Risk assessment must be conducted before excursion
7.1.2	regulation 101	Conduct of risk assessment for excursion
7.1.3	regulation 102	Authorisation for excursions
7.1.2, 7.1.3	regulation 116	Assessments of family day care residences and approved family day care venues
7.1.3, 7.2.2	regulation 118	Educational leader
7.1.3	regulation 120A	Placing a person in day-to-day charge
7.1.2	regulations 117A-117C	Minimum requirements for persons in day-to-day charge, nominated supervisors and family day care educators
7.1.3	regulation 124	Number of children who can be educated and cared for—family day care educator
7.1.3	regulation 136	First aid qualifications
7.1.3	regulation 144	Family day care educator assistant
7.1.2	regulations 145-147	Staff and educator records – centre-based services
7.1.2, 7.2.2	regulation 148	Staff and educator records – centre based services - Educational Leader
7.1.2	regulations 149-152	Staff and educator records – centre-based services
Standard/element	National Law (section) and National Regulations (regulation)	

7.1.2	regulations 153-154	Register of family day care educators, co-ordinators and assistants
7.1.3	regulation 155	Interactions with children
7.1.3	regulation 157	Access for parents
7.1.2	regulations 158-162	Attendance and enrolment records
7.1.3	regulation 159	Children's attendance record to be kept by family day care educator
7.1.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
7.1.3	regulation 161(2)	Authorisations to be kept in enrolment record
7.1.2	regulation 163-166	Residents at family day care residence and family day care educator assistants
7.1.3	regulation 164	Requirement for notice of new persons at residence
7.1.3	regulation 165(2)	Record of visitors
7.1.3	regulation 166(2)	Children not to be alone with visitors
7.1.2	regulation 167	Record of service's compliance
7.1.2, 7.1.3, 7.2.3	regulation 168	Education and care service must have policies and procedures
7.1.2, 7.1.3, 7.2.3	regulation 169	Additional policies and procedures—family day care service
7.1.2, 7.1.3	regulation 170	Policies and procedures to be followed
7.1.2, 7.1.3	regulation 171	Policies and procedures to be kept available
7.1.2	regulation 172	Notification of change to policies or procedures
Standard/element	National Law (section) and National Regulations (regulation)	

7.1.2	regulations 173-176A	Display and reporting of prescribed information
7.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
7.1.3	regulation 179	Family day care educator to provide documents on leaving service
7.1.2, 7.1.3	regulation 180	Evidence of prescribed insurance
7.1.2	regulation 181	Confidentiality of records kept by approved provider
7.1.3	regulation 182	Confidentiality of records kept by family day care educator
7.1.2	regulations 183-184	Confidentiality and storage of records
7.1.2, 7.1.3	regulation 185	Law and regulations to be available
7.1.2	regulation 344 Tasmania	Safety screening clearance – staff members
7.1.2	regulation 358 Victoria	Working with children check to be read
7.1.2	regulation 359 Victoria	Criminal history record check to be read and considered

Quality Improvement Plan for Quality Area 7: Governance and Leadership

Summary of Strengths

Standard 7.1 Governance supports the operation of a quality service.		
Engagement with the service	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service's operations.
STRENGTHS	Philosophy statement is regularly reviewed by the Preschool community (children, staff, parents) and collaborative changes are made.	
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
STRENGTHS	The Early Years Learning Committee is established and in conjunction with the school Principal and preschool teacher, decisions are made to manage the service. DECD Induction policy is used by the principal with new preschool staff and volunteers. Signed induction checklists are stored in staff files. Preschool processes are included in the documentation of school/ preschool processes for assessment, data collection, analysis and targets. SSO support is given to help manage the Early Years System responsibilities. Extra paid time is negotiated with the preschool teacher to complete administration tasks as required.	
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
STRENGTHS	Teacher has Bachelor of Early Childhood Education. A role statement has been written in negotiation with the preschool support officer. Staff make joint decisions and as appropriate include families in decisions.	
Standard 7.2 Effective leadership build and promotes a positive organisational culture and professional learning community.		
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
STRENGTHS	Documented timeline of review practices and procedures under each quality improvement area is used to assist with regular review and improvement of the service. Weekly collaborative planning sessions also include reflection of program and general procedures. The principal reads all letters and publications which are sent home to families.	
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
STRENGTHS		

Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.
STRENGTHS	The performance support procedure is consistent with school staff and is communicated at the start of the year. The DECD PDP template is used and SMART goals are set using individual meetings with the principal are held to set and review goals in term 1 and 4 respectively. Term 2 is a shared progress report with feedback and term 3 is a classroom observation with feedback.	

Key improvements sought for Quality Area 7: Governance and Leadership

Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2.2	RRR observation scales not being regularly used to improve intentional learning.	Educators use the RRR relationship scale to observe children and use findings to further enhance children's learning.	Med	<p>Teacher to set a specific PDP goal to use the RRR relationship observation scales to observe a wondering about each child and based on findings implement one sustained learning strategy/ idea for each child during term 2.</p> <p>The teacher will then repeat the RRR relationship observation scale and reflect on the impact of the intentional learning strategy/idea.</p>	Planning program shows how the reflection wondering, observation scales data and impact of the implementation of intentional learning link and build to maximise children's learning opportunities and show growth.	End of term 2 week 2 for first observation and end of term 4 week 5 for second observation comparison	



			<p>Get feedback from the child and their family.</p> <p>Share the learning with families either through a learning story or at the term 4 individual learning plan meeting.</p>			
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