

Renmark North Site Based Preschool

1786

## Quality Improvement Plan

2018 National Quality Standard



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## 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

<b>Service name</b>		<b>Service approval number</b>	
Renmark North Preschool		SE-00010837	
		<b>Assessment and Rating ID</b>	
		ASR-00021953	
<b>Primary contacts at service</b>			
Mary Shannon			
<b>Physical location of service</b>		<b>Physical location contact details</b>	
Street	65 Warrego Street	Telephone	85 953 274
Suburb	Renmark North	Mobile	
State/territory	SA	Fax	85 953 003
Postcode	5341	Email	dl.0377.info@schools.sa.edu.au
<b>Approved Provider</b>		<b>Nominated Supervisor</b>	
Primary contact	Ann-Marie Hayes	Name	Mary Shannon
Telephone	08 82263463	Telephone	85 953 274
Mobile		Mobile	0419 824 271
Fax	08 8226 0159	Fax	85 953 003
Email	AnnMarie.Hayes2@sa.gov.au	Email	mary.shannon624@schools.sa.edu.au
<b>Postal address (if different to physical location of service)</b>			
Street	PMB 2	State/territory	SA
Suburb	Renmark	Postcode	5341

## 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	<b>09.00</b>		<b>09.00</b>	<b>09.00</b>	<b>Playgroup 09.00</b>		
Closing time	<b>15.00</b>		<b>15.00</b>	<b>12.00</b>	<b>11.00</b>		

## 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.

- Renmark North Preschool is a school based preschool located on the same campus as Renmark North Primary School
- Ample car parking is available on the roadway in front of the school. Staff use a private carpark onsite
- School and Public holidays are observed in line with South Australian Government guidelines
- Four pupil free days are arranged each year on a needs basis, at this stage in 2018 we have only one booked for the 7<sup>th</sup> May for Ann Baker Maths – inline with Numeracy Indicators

How are the children grouped at your service?

- All eligible children enrolled at Renmark North Preschool are entitled to fifteen hours of preschool
- Attendance schedule in 2018 is:
  - Full day Monday
  - Full day Wednesday
  - Half day Thursday
- Any 3 year old Aboriginal children may attend 2 full days a week

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

- Nominated Supervisor for the site is Mary Shannon as Principal of the Primary School
- Tegan Moldovan is the Preschool Teacher who is responsible for the programming, planning and day to day running of the centre and leader in developing the Quality Improvement Plan

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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.

### **Renmark North Pre School Philosophy**

At Renmark North Preschool, children and their families are at the centre of everything we do.

- We recognise each child as a unique and special individual.
- We value, accept and respect the individual talents and interests as well as the prior knowledge and experience that each child brings with them.
- We include children's prior learning and interests to develop a curriculum that is engaging, inspirational and filled with wonder, discovery and excitement.
- We create a curriculum that enhances children's social, emotional, physical and intellectual development.
- We work with families to represent the whole child in a stimulating and safe environment.
- We believe children actively learn through play experiences that allow their individual progression.

### Play Based Learning.

"Play is a child's real work"

We believe play is a natural way for children to learn.

Through play children explore, experiment, test, trial and re try, discover, problem solve, socialise and create through their own experiences to enable them to find their own unique place in the world.

To develop children's life skills, social skills, communication- language, curiosity, technological awareness, self esteem, and self discipline we incorporate the child's competencies and balance this with new discoveries to expand horizons and develop learning in a fun, relevant, real, integrated and engaging setting to facilitate the children's learning.

Our planning and programming is guided by the Early Years Learning Framework (EYLF) which is the National Curriculum for Early Childhood.

Within that framework we aim for all Children to achieve the five learning outcomes

Children have a strong sense of identity.

- Children are connected to others and their worlds.
- Children have a sense of well being
- Children are confident and involved learners.
- Children are effective communicators.



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We strongly believe it is important to note the distance travelled by each individual and be aware of their own specific milestones the children pass on their journey. Everyone learns in different ways and at different rates, noting and monitoring the learning journey needs to be captured and noted in many and varied ways. With young children it is most often the learning process not the product that displays their understanding best. Children need time and comfort to develop and extend themselves. By working together as a whole community we aim to provide a safe comfortable setting in which children will reach their maximum potential.

## 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

<b>Standard 1.1</b>	<b>The educational program enhances each child's learning and development.</b>	
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.
<b>Standard 1.2</b>	<b>Educators facilitate and extend each child's learning and development.</b>	
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.
<b>Standard 1.3</b>	<b>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</b>	
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.

## National Law and National Regulations underpinning Quality Area 1

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 1 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)	1.1.1
Section 168	Offence relating to required programs	1.1.1, 1.1.2
Regulation 73	Educational program	1.1.1
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program	1.3.1
Regulation 75	Information about educational program to be kept available	1.3.3
Regulation 76	Information about educational program to be given to parents	1.3.3
Regulation 274A NSW	Programs for children over preschool age	1.3.1
Regulation 289A NT	Programs for children over preschool age	1.3.1



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<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 298A Queensland	Programs for children over preschool age	1.3.1

## Quality Improvement Plan for Quality Area 1

### Summary of strengths

#### Strengths

Children are at the centre of everything we do. The educators use the EYLF Principles, Practices and Learning Outcomes and Preschool Literacy and Numeracy Indicators as the foundation to support and guide everyday practices in a play based learning environment. This in turn informs the Statement of Learning document and is shared with families each term. The learning outcomes are prominent in all our documentation of children's learning, including individual learning plans, floor books, weekly program and evaluations. In 2017 floor books were introduced to help capture and enhance children's learning, including their knowledge, interests and achievements. Photographs of children, drawings, scribed and anecdotal evidence is documented to capture children's individual 'voice'. We are continuing to develop our use of floor books to inform our program and child initiated learning. Intentional teaching and scaffolding enable educators to provide quality learning opportunities for individuals and groups of children.

Staff have access to bum bags or observation booklets which allow them to jot down observations of children whether inside or outside. These observations are then placed on a visible display in the educator's office for later collation in an observation folder. These observations help to inform the programming and planning needs of the children and reporting to parents of children's learning. Gathering information about children is embedded in the program beginning during the enrolment process. Families fill in a 'getting to know you and your family' profile. Children's ideas and interests are discussed weekly at staff meetings and are included into the programming and planning cycle.

## Key improvements sought for Quality Area 1

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
<b>2018 Improvement Plan</b>							
1.1.2	Individual Learning Plans (ILPs) – family voice	ILPs to be developed	H	-ILPs developed in conjunction with parent input -Parent meetings to discuss ILP	Every child will have an ILP that highlights learning goals and interests	End Term 1	<ul style="list-style-type: none"> <li>ILP template has been developed</li> </ul>
1.1.5	Attendance	Increase and maintain attendance	H	-Continue to educate families of the benefits and importance of regular attendance -Phone calls will be made if attendance becomes irregular	Children attend their full 15 hour entitlement	Review each term	<ul style="list-style-type: none"> <li>Parent meeting held with agency support re: attendance</li> </ul>
1.3	Evidence of Assessment and Planning	Learning stories and Learning Journey Books	H	Expectation that every staff member contributes to the writing of learning stories per term (staff procedure) and recording evidence of children's progress and learning	-Every child will have 2 learning stories per term -Every child's Learning Journey book will contain photographs and work samples of children's progress and learning -A place for parent feedback to be added to Learning Stories and Learning Journey Books	Term 1	<ul style="list-style-type: none"> <li>New learning story template has been developed and saved in R:Preschool2018/LearningStories for all staff to access</li> </ul>
1.3.3	Information for families and evidence of family voice	Family feedback to be included in programming and planning documentation	H	-QIP and Program displayed with clipboards available for parent feedback/suggestions -Parent surveys/question of the day/comment box -Appssessment used daily or weekly -Daily happenings displayed on IWB for parents to see on	-Parents actively engage with opportunities to question, share and express their ideas and suggestions -Parents utilising Appssessment -Parents coming into the centre and viewing IWB daily happenings	Review each term	<ul style="list-style-type: none"> <li>QIP is displayed</li> <li>Comments box has been developed and available for parent feedback</li> </ul>

				pick up			
1.3.1	Staff meeting time to allow for collaborative programming, planning and analysis	Staff meeting time to be a priority (embedded)	H	Utilizing the Planning Cycle to support and link all aspects of programming and planning	Agenda item for Thursday staff meetings	Review end of each Term	<ul style="list-style-type: none"> <li>Added to Agenda of staff meeting each week</li> <li>Staff meeting is now programmed weekly and documented</li> </ul>
1.3.2	Staff documenting observations	All staff documenting observations of children in a timely manner daily	H	<ul style="list-style-type: none"> <li>Continued use of bum bags (sticky notes) and/or observation booklet to record children's observations.</li> <li>Highlight focus children per day</li> </ul>	Every child has observations documented and these are used to inform the programming/ planning and reporting to families	Review end of each term	<ul style="list-style-type: none"> <li>Procedure written for Observations</li> <li>Observation booklets have been made</li> <li>Bum bags are stocked and available</li> </ul>
1.3.3	Information for families using floor books	Routinely adding to our floor book regularly and available for family viewing	H	Continued daily use of floor books to reflect children's voice, share learning and inform future programming and planning	Floor book is added to regularly to reflect children's voice, learning and available for families to view and comment on	Review at the end of each term	<ul style="list-style-type: none"> <li>Staff have begun using floor books</li> </ul>
1.3.1 1.3.2 7.2.1 7.2.3	Current Inquiry Project	Developing a practitioner inquiry on visible learning- Partnership Priority DECD priorities	M	<ul style="list-style-type: none"> <li>Develop research inquiry action plan</li> <li>Familiarise and implement practitioner inquiry</li> <li>Professional learning for staff: <ul style="list-style-type: none"> <li>Dispositions</li> <li>Success criteria</li> <li>Learning intentions</li> <li>Visible learning</li> </ul> </li> <li>Identify preschool dispositions in line with school</li> <li>Children introduced to language of learning <ul style="list-style-type: none"> <li>Dispositions</li> </ul> </li> <li>Inform families and collaborate in applying the language for learning at home</li> </ul>	<ul style="list-style-type: none"> <li>Children articulating dispositions/language for learning</li> <li>Feedback from staff, children and families used in improvement and change strategies and in the programming cycle</li> </ul>	Term 3	<ul style="list-style-type: none"> <li>Visible Learning professional development undertaken in 0 week 2017 and 0 week 2018</li> <li>Inquiry topic chosen</li> <li>Information provided to staff re: inquiry process</li> </ul>

## 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

<b>Standard 2.1</b>	<b>Each child's health and physical activity is supported and promoted.</b>	
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.
<b>Standard 2.2</b>	<b>Each child is protected.</b>	
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.

## National Law and National Regulations underpinning Quality Area 2

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 2 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated Element
Section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	2.2.3
Section 165	Offence to inadequately supervise children	2.2.1
Section 166	Offence to use inappropriate discipline	2.1.1, 2.2.1
Section 167	Offence relating to protection of children from harm and hazards	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
Regulation 77	Health, hygiene and safe food practices	2.1.2
Regulation 78	Food and beverages	2.1.3
Regulation 79	Service providing food and beverages	2.1.3
Regulation 80	Weekly menu	2.1.3
Regulation 81	Sleep and rest	2.1.1

National Law and National Regulations		Associated element
Regulation 82	Tobacco, drug and alcohol free environment	2.2.1
Regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs	2.2.1
Regulation 84	Awareness of child protection law	2.2.3
Regulation 85	Incident, injury, trauma and illness policies and procedures	2.1.2
Regulation 86	Notification to parents of incident, injury, trauma and illness	2.1.2
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
Regulation 90	Medical conditions policy	2.1.2
Regulation 91	Medical conditions policy to be provided to parents	2.1.2
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	2.1.2
Regulation 97	Emergency and evacuation procedures	2.2.2



<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 98	Telephone or other communication equipment	2.2.2
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	2.2.1

## Quality Improvement Plan for Quality Area 2

### Summary of strengths

#### Strengths

The preschool consistently supports children's health and wellbeing needs. All staff have current first aid qualifications. CAFHS visit the school regularly to conduct health checks. Health information is sought and discussed with families during the enrolment process. All children identified with health issues have supporting healthcare plans documented by doctors and copies supplied to the centre. These are displayed in the kitchen next to the medication bag where medications are kept. Extra copies are kept in the first aid folder along with medication logs and first aid logs. Emergency contact details and healthcare plans are also available in an emergency contact folder which accompanies the children on excursions. First aid kits are replenished each term. A small first aid bum bag is available for use outdoors and first aid kits readily available for excursions.

The preschool has an infectious disease policy and procedures in place to notify families and relevant authorities.

Healthy eating is constantly promoted within the service. The preschool has a Healthy Eating Policy which is available to families along with healthy food brochures. All families received a Woolworths Healthy Lunch Box pamphlet containing recipes and ideas during the first week of preschool. The preschool is a nut-aware site (2 children identified with Anaphylaxis this year) and information is contained in our Preschool Parent Handbook and Healthy Eating Policy.

Strategies have been programmed and put in place to enable children the opportunity to rest and/or sleep. Yoga is programmed daily to help promote rest and relaxation. Sun smart policy is documented and actioned with children wearing hats outdoors and sunscreen is available. Spare items of clothing are available for children if necessary. All children have a change of clothes in their bag.

## Key improvements sought for Quality Area 2

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
<b>2018 Improvement Plan</b>							
2.1.1	Rest and relaxation policy, procedures and practices to be developed	Each child's wellbeing and comfort is provided for	M	-Rest policy and procedure developed -Strategies for children to have opportunities for sleep, rest and relaxation during the day: • Yoga • Gym mats • Quiet area indoors /Outdoors	-Rest and Relaxation Policy and procedures documented -Children have rest and relaxation during the day -Yoga is programmed each day	Term 2	<ul style="list-style-type: none"> <li>Rest Policy and Procedure developed and displayed in centre and in Policies and Procedures Folder</li> <li>Gym Mats have been attained from the school</li> <li>Yoga is programmed daily</li> </ul>
2.1.2	Notification of Anaphylaxis allergy to be displayed	Children with allergies are safe	H	-Families informed of children in the centre with severe allergy to nuts • Newsletter • Signs • Notice board -Parents/carers encouraged to support appropriate non-allergy foods provided. -Information is displayed in staff access areas. • Kitchen • Office	-Procedures are documented and in place -Families informed re Nut awareness centre -Medical information displayed in confidential areas for staff access -Sign informing parents of Nut Aware Centre-children with allergies.	ASAP Term 1	<ul style="list-style-type: none"> <li>Initial information sent home to parents with enrolment pack / Parent Handbook</li> <li>Signage has been displayed on notice board</li> <li>Medical information is displayed:                             <ul style="list-style-type: none"> <li>Office</li> <li>Kitchen</li> <li>First Aid Folder</li> <li>Emergency Folder</li> </ul> </li> </ul>
2.1.2	Hygiene practices signs need to be in place	Visual signage of personal hygiene practices is on display	H	-Document Procedures for personal hygiene Visual signs to be displayed	-Visual aids and signs of health and hygiene procedures and strategies displayed and reviewed	Review Term 4	<ul style="list-style-type: none"> <li>Hygiene Procedure have been documented and in the Policies and Procedures Folder for:</li> </ul>



				<ul style="list-style-type: none"><li>• Nappy changing and toileting</li><li>• Hand-washing procedures in relevant areas</li><li>• Visual aids and hand-washing signs displayed where children wash their hands</li></ul>	yearly		<ul style="list-style-type: none"><li>• Washing hands</li><li>• Nappy changing</li><li>• Food handling</li><li>• Tissues (coughing/sneezing/blowing nose)</li><li>• Visual cues have been displayed for children to read where appropriate eg: toilet and sinks</li></ul>
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## 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

<b>Standard 3.1</b>	<b>The design of the facilities is appropriate for the operation of a service.</b>	
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.
<b>Standard 3.2</b>	<b>The service environment is inclusive, promotes competence and supports exploration and play-based learning.</b>	
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, and 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.

## National Law and National Regulations underpinning Quality Area 3

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 3 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2
Regulation 104	Fencing	3.1.1
Regulation 105	Furniture, materials and equipment	3.2.2
Regulation 106	Laundry and hygiene facilities	3.1.1
Regulation 107	Space requirements—indoor	3.1.1
Regulation 108	Space requirements—outdoor	3.1.1
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
Regulation 112	Nappy change facilities	3.1.1
Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1



<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 115	Premises designed to facilitate supervision	3.1.1
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
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

## Quality Improvement Plan for Quality Area 3

### Summary of strengths

#### Strengths

Resources are stored on open shelving, where possible, allowing children to have access and guide their learning through their interests and are changed / varied regularly over time.

Large outdoor space that is shady and open and the indoor environment is open plan, allowing children to explore and set up the environment to meet their interests and needs and spaces that promote investigation and respect for the natural environment. There is sufficient space indoors and outdoors to allow for quiet time or engagement with others.

Procedures are in place to conduct safety checks daily before the children arrive. Staff are always vigilant in ensuring equipment and resources are safe for children throughout the day: equipment that is damaged or broken is promptly removed for repair or discarded. Any hazards are reported to staff in charge where possible and added to maintenance list or else substituted or engineered to eliminate or bypass the hazard.

Office space is available for administrative purposes, private conversations, meetings and consultation with families.

The centre is well maintained with contracted cleaners and educators and children tidying the environment throughout the day, wiping down tables, sweeping the floor and helping to pack up equipment.

## Key improvements sought for Quality Area 3

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
<b>Improvement Plan 2018</b>							
3.1.1	Procedure to be documented for indoor and outdoor supervision of children	Staff have documented procedures for indoor/outdoor supervision to provide access for all children	H	-Review current procedures -Document procedures -Develop a roster for indoor / outdoor supervision -Include in TRT and Staff Induction folders	-Outdoor Indoor supervision of children enables access and inclusion for all children • Reviewed procedures • Documented current procedures • Roster displayed for staff	Term 1	<ul style="list-style-type: none"> <li>• Procedure documented and displayed in centre and in Policies and Procedures Folder</li> <li>• Roster displayed outdoors and indoors for staff to refer to</li> </ul>
3.2.1	Learning opportunities to be developed in Nature Play area to enable children to explore relationships with living things, observing, responding and noticing change	-Children explore the relationships with living things in the nature play outdoor environment that supports participation and quality experiences -Reestablishment of the garden area to include fruit, vegetables and herbs for cooking activities	M	-Allocated budget line for outdoor area – chicken coop / garden -Develop chicken coop / garden area • Design a plan • Seek quotes on construction • Engage community in development • Engage children in the planning • Purchase chickens / fruit / vegetables / herbs / flowers -Document safe handling of chickens procedures/practices	-Chicken coop and garden is constructed with the assistance of children, staff, families and communities -Children and parents provide feedback about the construction and learning involved in the project -Documentation re procedures and practices of maintaining the health and safety of the chickens / garden -Documentation of safe procedures and practices in handling chickens -Planning and programming reflects children's noticing, exploring, and responding to change of living things	End Term 4	<ul style="list-style-type: none"> <li>• Preliminary discussions have taken place with grounds person in 2017</li> <li>•</li> </ul>

3.2.2	Provide more resources in the outdoor area for children to enable every child to engage in play-based learning	-Resources and equipment allow for children to engage in sensory, pretend, imaginative play and investigations. -Development of a 'Mud Kitchen'	M	Develop Mud Kitchen area <ul style="list-style-type: none"> <li>• Design a plan</li> <li>• Seek quotes on construction</li> <li>• Engage community in development</li> <li>• Engage children in the planning</li> <li>• Purchase materials</li> </ul>	Mud Kitchen area is constructed with the assistance of children, staff, families and communities -Children and parents provide feedback about the construction and learning involved in the project	End Term 4	<ul style="list-style-type: none"> <li>• Old kitchen sink has been located</li> <li>• Information sent home to families requesting design ideas and donations of any suitable kitchen equipment (mixing bowls, spoons, oven trays, muffin pans, cake tins etc)</li> </ul>
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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. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

### 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.

## National Law and National Regulations underpinning Quality Area 4

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 4 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1
Section 161	Offence to operate education and care service without nominated supervisor.	4.1.1
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	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 co-ordinators	4.1.1
Section 164	Offence relating to assistance to family day care educators	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
Section 269	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 117A	Placing a person in day-to-day charge	4.1.1
Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1
Regulation 118	Educational leader	4.1.1

National Law and National Regulations		Associated element
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1

National Law and National Regulations		Associated element
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 153	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 154	Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1

## Quality Improvement Plan for Quality Area 4

### Summary of strengths

#### Strengths

Specific procedures are in place for supervision of children, in-line with departmental ratios and how staff tag between the indoors and outdoors learning environments when necessary.

We have maintained continuity of staff over a long period of time, with the exception of our new Education Leader in 2018. We coordinate staffing arrangements across the whole school site to release staff during lunch breaks and to back fill SSOs when staff are away.

All staff are encouraged to contribute to the learning program and their input is valued. We are open to each other's ideas and changing interests and communicate well as we are involved with the children through the session and after the sessions, in our reflection and evaluation of the day to enhance the learning opportunities programmed and planned for the children. Staff are reflective throughout the day and make changes to the program or group times to meet the needs or interests of the children.

Discussions with families is sought to ensure inclusivity and seek further knowledge when necessary to provide a learning environment that is diverse and inclusive of all. Communication and interactions with or between staff, children, families and other staff members is expected to be respectful and accepting at all times, valuing everyone's contributions.

Training and development is encouraged for all staff either internally or externally, based on interests, needs discussed during performance meetings or Site priorities.

The families at our centre know all staff and have developed trusting bonds through daily interactions and professional information sharing. Our ongoing involvement with them and their children across the whole site, including playgroup, and the seamless transition and continuity enable a close and supportive community feel to the centre.

All staff were released for a day to review and identify areas for further development and improvement for the 2018 QIP.

## Key improvements sought for Quality Area 4

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
<b>Improvement Plan 2018</b>							
4.1.1	No roster displayed informing staff and families of who is working for the day including school staff who release at lunch breaks	A display on the information board to notify all of who is: <ul style="list-style-type: none"> <li>• Nominated supervisor</li> <li>• Educational leader</li> <li>• SSO</li> </ul>	H	Staff to create a poster containing all appropriate information, laminated and displayed for all to see	-Poster displayed in prominent location on information board -Staff and family feedback	ASAP Term 1	<ul style="list-style-type: none"> <li>• Poster created and is displayed on notice board</li> <li>• A changeable poster is displayed near the sign in table</li> </ul>
4.1.2	Personal Development Plans	All staff have completed their PDP	H	Planned PDP meetings with line manager. PDP to reflect: <ul style="list-style-type: none"> <li>• Personal goals</li> <li>• Site / Partnership priorities</li> <li>• Literacy/ numeracy indicators</li> </ul>	-Staff have a completed PDP that guides their professional development and is reviewed in a timely manner	End Term 2	<ul style="list-style-type: none"> <li>• Staff have been emailed the new format for PDP</li> <li>• Line Manager to inform of meeting schedule</li> </ul>
4.2.1	Culture of Inquiry	For all staff to regularly participate in critical analysis and reflective inquiry	M	-Staff meeting discussions -Documentation reflecting inquiry process and outcomes	-Embedded in the culture of the centre	End Term 4	<ul style="list-style-type: none"> <li>• Folder purchased and clearly labelled</li> <li>•</li> </ul>
4.2.2	Professional Standards of Teachers continuum and SSO Role Statements	For all staff to have increased knowledge of the Australian Professional Standards for	M	-Allocate staff meeting time to look at each standard and how it can guide career growth, feedback and critical reflection	-Australian Professional Standards for Teachers and Role Statements is used it to guide career growth, reflection and feedback	End Term 2	<ul style="list-style-type: none"> <li>• Professional Standards Teachers continuum has been printed and displayed in office</li> <li>•</li> </ul>



		Teachers and Role Statements					
4.2	Code of Ethics	All staff have completed current updates	H	Staff to access the Code of Ethics training update via PLINK	Staff to provide certificate documentation once completed	Term 1	<ul style="list-style-type: none"><li>• All staff have completed</li></ul>

## 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

<b>Standard 5.1</b>		
<b>Respectful and equitable relationships are maintained with each child.</b>		
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.
<b>Standard 5.2</b>		
<b>Each child is supported to build and maintain sensitive and responsive relationships.</b>		
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.

## National Law and National Regulations underpinning Quality Area 5

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 5 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 166	Offence to use inappropriate discipline	5.1.1, 5.1.2, 5.2.2
Regulation 155	Interactions with children	5.1.1, 5.1.2, 5.2.2
Regulation 156	Relationships in groups	5.2.2

## Quality Improvement Plan for Quality Area 5

### Summary of strengths

#### Strengths

The educators at the centre foster positive, respectful and reciprocal relationships with the children. Our educators are responsive to children's needs and view each child as being capable and competent learners that have the right to voice and contribute to their own learning. We are available, approachable and engaged with children throughout the day. The children feel safe, secure and comfortable to explore and trial new experiences, knowing they have the support and scaffolding of the staff that know their individual skill level, interests and needs.

Visual cues are worn by educators on a lanyard to support the learning through increased participation and communication between all children, especially those with additional needs. Staff support the inclusion of children with challenging and non-compliant behaviours through positive interactions, visual cues and sensory support equipment to join in group experiences. Surplus staff are employed to provide additional support to children with identified needs (eg ASD, SL, behaviour).

Educators sit and eat with the children during meal times, making the most of the opportunity to engage in meaningful and sustained conversations.

Educators respectfully participate in children's play by scaffolding, nurturing or co-playing.

## Key improvements sought for Quality Area 5

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
<b>Improvement Plan 2018</b>							
5.1.1	Children's feedback/goals	Feedback from children to inform the program and their Individual Learning Plans	H	A variety of feedback strategies are developed	Feedback from children informs the program. Children can articulate their learning goals	End of Term 1 Reviewed each term	
5.1.1	The confidence of staff using of gender neutral language	Staff model gender neutral language	M	Professional discussions around the use of gender neutral language supported by current research Information communicated to families to support language at home	Staff are confidently using/modelling gender neutral language and supported by families	Term 3	
5.1.2	The United Nations Convention on the Rights of the Child is not displayed or shared with families	For all staff and families to have a sound understanding of the Document and it underpins all facets of preschool	H	Print and display document. Staff meeting time allocated to read and discuss Information shared with families	The document is displayed and all staff acknowledge and put into practice.  Families acknowledge	Term 1	
5.1.2	Staff skills and knowledge to support self-	All staff have the confidence and capacity to support	H	Professional development in self-regulation strategies.	Staff are empathetic and model self-regulation	End Term 1	-Support services have visited the sight capturing observations to inform



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	regulation	all children in self-regulation in all situations		Access DECD Support Services.			assessments and strategies to be put in place Individual Safety Plan documented -Risks assessments documented -ILP being documented
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## 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

<b>Standard 6.1</b>		
<b>Respectful relationships with families are developed and maintained and families are supported in their parenting role.</b>		
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.
<b>Standard 6.2</b>		
<b>Collaborative partnerships enhance children's inclusion, learning and wellbeing.</b>		
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.

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## National Law and National Regulations underpinning Quality Area 6

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 6 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 175	Offence relating to requirement to keep enrolment and other documents	6.1.3, 6.2.1
Regulation 157	Access for parents	6.1.1

## Quality Improvement Plan for Quality Area 6

### Summary of strengths

#### Strengths

The school based preschool has an onsite playgroup held every Friday from 9am-11am and is co-ordinated by a preschool SSO and funded by the school. Children and parents familiarise themselves with the play-based learning environment and resources available at the preschool. Playgroup provides an ongoing relationship with new and continuing families and encourages families to enrol their children in the school based preschool and then to transition into the school. This enables continuity of learning between home and preschool.

Children transition into preschool and then seamlessly to school. During pre-entry, children begin the transition process with a Buddy Program with the R/1 classes throughout terms 2 and 3 and then a formal transition takes place in term 4. This allows children to become familiar with their surroundings, developing security and trust.

Our Parent Handbook is constantly under review and updated yearly. Enrolment documentation is kept in a locked filing cabinet in the office.

The preschool is involved with whole school events like, Continental, assemblies, sports days, WHS practices, and uses facilities – gym, library, playground, oval and computer room.

The preschool has positive relationships and collaborates with government and non-government agencies; DECD speech pathologist, psychologist, occupational therapist, social workers, AC Care, Aboriginal support services, CAFHS and Community Health to offer early support and intervention to meet the needs of the child and their family.

## Key improvements sought for Quality Area 6

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
<b>Improvement Plan 2018</b>							
6.1.1	Enrolment & Orientation procedures and documentation require review and update for 2018/19	Parents provided with up to date information in relation to enrolment, orientation and transition process.	M	-Review current 2017 documents, processes and procedures: <ul style="list-style-type: none"> <li>• Enrolment pack</li> <li>• Parent information pack</li> </ul> -Collaborate with parents via feedback for the orientation and transition of their child	-Parent feedback -Children's feedback -New documentation implemented in Term 3	End Term 2	
6.1.1	Family events	To increase the number of events on offer for families to attend and engage with the service	H	-Ask for parent feedback regarding family friendly events to hold throughout the year -Involve children in the decision making process and planning of events -Develop calendar of events -Develop needs survey re family needs survey (dietician, OT etc)	-Families engage with feedback and provide support to plan events -Calendar of events created to inform families and staff of upcoming events	End Term 2	
6.1.2	Parent voice needs to be more prominent and documented	Parent participation and feedback is sort	H	-Families are notified and encouraged to participate in decision making opportunities in: <ul style="list-style-type: none"> <li>• Newsletter articles</li> <li>• Floor book</li> <li>• Program</li> <li>• Parent Interviews</li> <li>• Committees/projects</li> </ul>	-Parent participation feedback is valued and respected during decision making and is documented in the program	Term 1	<ul style="list-style-type: none"> <li>• Family survey sent home in week 1 to gather further information</li> <li>• Invitation to join governing council (AGM Week 6, 7<sup>th</sup> March)</li> </ul>

## 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 direction 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

<b>Standard 7.1 Governance supports the operation of a quality service.</b>		
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.
<b>Standard 7.2 Effective leadership build and promotes a positive organisational culture and professional learning community.</b>		
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.

## National Law and National Regulations underpinning Quality Area 7

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 7 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3
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	7.1.2
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
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	7.1.2, 7.1.3
Section 164	Offence relating to assistance to family day care educators	7.1.2
Section 164A	Offence relating to the education and care of children by family day care service	7.1.2, 7.1.3
Section 165	Offence to inadequately supervise children	7.1.2
Section 166	Offence to use inappropriate discipline	7.1.2

<b>National Law and National Regulations</b>		<b>Associated element</b>
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
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
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	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
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1

<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children’s attendance record to be kept by approved provider	7.1.2
Regulation 159	Children’s attendance record to be kept by family day care educator	7.1.2
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service’s compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2

National Law and National Regulations		Associated element
Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2

National Law and National Regulations		Associated element
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – 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	7.1.2

## Quality Improvement Plan for Quality Area 7

### Summary of Strengths

#### Strengths

As a site based Preschool we share many of the roles across the site- Principal and administrative officers follow up on performance management, induction, staffing and rudimentary roles and contracts of cleaning and staffing allocation. Confidential records and information are archived across the school and site. We work with staff and parents to develop policies and procedures and utilise Governing Council for budget allocation and input in to all philosophy, policy and the Quality Improvement plan.

Through school and staffing legislation our educators are appointed through HR systems and processes to ensure the most suitable people are appointed. Leadership is highly supportive of early years learning, care and wellbeing. Leader is constantly monitoring, including and supporting preschool staff, parents and children to enable an effective high quality culture of continuous improvement: as documented in the quality improvement cycle.

Educators from the preschool are involved in decision making processes for the whole site and represented on governing council. Educators are included within the whole school staff team and are active participants in staff meetings, professional learning, social occasions and school/preschool systems and processes; while building capacity of the staff team to provide a high quality service. We welcome the contribution of our families and community and build on their ideas and strengths; inclusiveness and sense of belonging for all.

## Key improvements sought for Quality Area 7

Standard / element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
<b>2018 Improvement Plan</b>							
7.1.1	The philosophy needs to be updated	The philosophy reflects the quality practices, principles and beliefs that underpin all aspects of preschool	H	-Collaborate with staff, children, families and Governing Council to review the Philosophy <ul style="list-style-type: none"> <li>• Consult with parents and staff.</li> <li>• Display Philosophy for comment.</li> <li>• Governing Council meeting</li> <li>• Appessment online review</li> </ul>	-Updated philosophy is reflected in every day practice.	Updated by end of Term 2 2018	
7.1.2	Through self-review specific policies and procedures were required to be updated	Effective and up to date policies and procedures are in place and reviewed annually	H	-Systematically work through policies with line manager, staff, parents and Governing Council input and develop policies as guided by standards to be relevant to preschool site	-All policies and procedures are displayed in a folder for access by all, including families. Specific Procedure posters are displayed where applicable eg. Toileting near the nappy change facilities and First Aid in the kitchen. Staff will have a greater understanding of how to undertake particular 'jobs' fostering clear	Term 1 2018 Term 2 Term 3 Term 4	-All relevant Policies are being reviewed in line with current NQS standards as per our Policy Review Schedule. -New procedures are being written as the need arises. To date new documented procedures, include: <ul style="list-style-type: none"> <li>• Policy and Procedure Review Schedule</li> <li>• Toileting</li> </ul>



					decision-making and efficient service operation		<ul style="list-style-type: none"> <li>• Observation Documentation</li> <li>• Daily Yard Inspection</li> <li>• Indoor and Outdoor Play Staff roles/ responsibilities</li> <li>• Fruit Time Staff roles/ responsibilities</li> <li>• Lunch Time Staff roles/ responsibilities</li> <li>• Lunch Breaks</li> <li>• First Aid</li> <li>• Cleaning Schedules</li> <li>• Parent Information</li> <li>• Rest and Relaxation</li> </ul>
7.1.3	New staff have expressed the need for a consistent induction process. Continuing staff suggest there could be an induction refresher every 2 years.	An up to date induction process that is specific to the preschool	H	Preschool staff to review current Staff Induction Booklet and highlight key areas to be revised to make it specific for preschool	All staff have completed an induction and are satisfied with it Staff are confident to ask for further information or clarity regarding	Term 1	Principal to make amendments to the current Staff Induction Booklet and start implementing
7.1.3	During the self-review it was noted that some staff were unaware of the level of collaboration required to support the efficient running of the preschool to best meet the needs of all children	Job descriptions, roles and responsibilities and expectations are clearly identified and understood by all staff	H	-Preschool staff with leadership -Review current job descriptions, roles and responsibilities and expectations	All staff understand and successfully complete all roles and expectations when working in preschool	Term 1	-Administrative staff to collate current Role Statements for SSOs working in a site based preschool -Principal to liaise with preschool staff to clarify Roles and Expectations

7.2.1	Establishing a culture of ongoing reflection and self-review in-line with NQS	An effective self-assessment process reflects ongoing cycle of inquiry	H	-Reflection on key practices -Reviewing outcomes for children at the service against the learning outcomes in the standard	An effective cycle of continuous review, improvement and change	Term 1 Term 2 Term 3 Term 4	
7.2.3	Develop an effective performance and development process using the new DECD PDP document	Preschool educators participate in performance and development regularly	H	-Develop a timeline of 6 month and 12 month review cycle yearly -staff are supported to transition to the new DECD performance and development document	Educators focus on school and partnership priorities for improvement and change in their practice	Term 1 •Introduction to new PDP Plan •Weeks 10-11 First meeting with line manager to discuss goals  Term 2 •Week 10 6 month review  Term 4 •12 month review	• Term 1 week 0 staff provided with new PDP document and time for discussion

## Notes