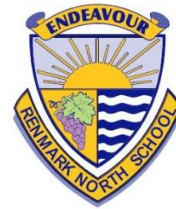


# Renmark North Site Based Preschool



## Quality Improvement Plan 2019

2018 National Quality Standards



# 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

Renmark North Preschool

### Service Approval Number

SE-00010837

### Assessment and Rating ID

ASR-00021953

### Primary Contacts at Service

Mary Shannon

### Physical Location of Service

### Physical Location Contact Details

<b>Street</b>	65 Warrego Street	<b>Telephone</b>	85 953 274
<b>Suburb</b>	Renmark North	<b>Mobile</b>	
<b>State/territory</b>	South Australia	<b>Fax</b>	85 953 003
<b>Postcode</b>	5341	<b>Email</b>	dl.0377.info@schools.sa.edu.au

### Approved Provider

### Nominated Supervisor

<b>Primary Contact</b>	Ann-Marie Hayes	<b>Name</b>	Mary Shannon
<b>Telephone</b>	82 263 463	<b>Telephone</b>	85 953 274
<b>Mobile</b>		<b>Mobile</b>	0419 824 271
<b>Fax</b>	82 260 159	<b>Fax</b>	85 953 003
<b>Email</b>	annmarie.hayes2@sa.gov.au	<b>Email</b>	mary.shannon624@schools.sa.edu.au

### Postal Address (if different to physical location)

<b>Street</b>	PMB 2	<b>State/territory</b>	South Australia
<b>Suburb</b>	Renmark	<b>Postcode</b>	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	09.00	09.00	*09.00		Playgroup 09.00		
Closing Time	15.00	15.00	*15.00		11.00		

\* In 2019, the service will operate on a five-day fortnightly roster

Even weeks (Monday and Tuesday) and Odd weeks (Monday, Tuesday, Wednesday)

## Additional information about your service

### **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

### **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 2019 is:
  - Full day Monday
  - Full day Tuesday
  - Full day Wednesday (fortnightly)

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

**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:** N/A

# Service statement of philosophy

## **Renmark North Preschool 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.

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
Regulation 298A Queensland	Programs for children over preschool age	1.3.1



## Quality Improvement Plan for Quality Area 1

### Summary of 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 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 a variety of observational tools (bum bugs, observation booklets, cameras, Ipad) which allow them to jot down observations of children whether inside or outside. These observations are shared during staff meetings 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. In 2017, Appassessment was introduced as a documentation and communication tool with families. In 2018 the use of Appassessment was continued and developed further to include Term/Weekly overviews, weekly programs, learning stories and the links to the EYLF Outcomes. Parents become more involved with the App as the year progressed.

## Key Improvements Sought for Quality Area 1

Standard/ Element	Issue identified during self-review	Outcome/Goal we seek	Priority (LMH)	How will we get this? (Steps)	Success measure	Due Date
1.1.2	Individual Learning Plans (ILPs) – Family Voice	ILPS developed for all children	H	-ILPs developed in conjunction with parent input -Parent meeting to discuss ILP/Goals	Every child will have an ILP that highlights learning goals and interests	T1
1.3	Evidence of Assessment and Learning	Learning stories, Learning Journey portfolios, Program	H	-All staff to contribute to documenting learning stories and recording evidence of children's progress and learning	-Every child will have at least 1 learning story per term -Every child's learning Journey portfolio will contain photographs and work samples of children's progress and learning	Each Term
1.3.3	Information for families and evidence of family voice	Family feedback included in programming and planning documentation	H	-QIP and program displayed with feedback/suggestions box -Parent surveys/question of the week/day/comment box -Appessment used daily / weekly	-Parents actively engage with opportunities to question, share and express their ideas and suggestions -Parents utilising Appessment	Each Term
1.3.1	Regular staff meeting time for collaborative programming, planning and analysis	Staff meeting to be a priority by all staff	H	-Agenda items set for the Term by -Utilizing the Planning Cycle to support and link all aspects of the programming and planning	-Regular meetings documented -Agenda items addressed	Weekly
1.3.2	Staff Documenting observations	All staff documenting observations of children in a timely manner	H	-Highlight focus children per day -Use bumbag, observation booklet, camera -	-Every child has observations documented regularly and these are used to inform the programming/planning and reporting to families	Each Term
1.3.3	Floorbooks under utilized	- Routinely adding to our floorbook regularly and available for family viewing	H	- Regular use of floorbook to reflect children's voice, share learning and inform future programming and planning -Use roster system by staff for floorbooks and daily reflections	-Floorbook is added to regulary -Families provide feedback	

1.3.1 1.3.2 7.2.1 7.2.3	Inquiry Project	Developing a practitioner inquiry on visible learning – Partnership Priority / DECD Priorities	M	Develop action plan -Familiarise and implement practitioner inquiry -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> -Children introduced to the language of learning (Dispositions) -Inform families and collaborate in applying the language for learning at home	-Children articulating dispositions/language for learning -Feedback from staff, children and families	Term 3
Standard / Element	Progress Notes					Date

## 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
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
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

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 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 daily to promote rest and relaxation. Sun smart policy is documented and actioned with children wearing hats outdoors and sunscreen is available. Parents are requested to apply sunscreen before preschool starts, if the UV Rating is 3 or greater. Spare items of clothing are available for children if necessary. All children are encouraged to have a change of clothes in their bag. Adequate staffing supervision procedures are documented and displayed.

## Key Improvements Sought for Quality Area 2

Standard/ Element	Issue identified during self-review	Outcome/Goal we seek	Priority (LMH)	How will we get this? (Steps)	Success measure	Due Date
2.1.2	Sunscreen Practices	-Update Sun Smart Policy to ensure it aligns with best practices	H	-Review and update Sun Smart Policy to include Sunscreen application guidelines -Authorisation Form for applying sunscreen for parents to sign -UV Ratings monitored daily -Staff procedure written for sunscreen application and UV monitoring	-Updated Policy is communicated to families -All Authorisation Forms are signed and returned -All children and Staff wearing hats when outdoors	T1
2.2.1	Effective Supervision Practices	-Embedded practices across all routines, events, activities of the day	H	-Review staff procedures for: <ul style="list-style-type: none"> <li>• Hand washing</li> <li>• Toileting</li> <li>• Nappy changes</li> <li>• Children with additional needs</li> <li>• Eating times etc</li> </ul>	-All routines, events and activities are adequately supervised and the needs of each child are met	Review Each Term

Standard / Element	Progress Notes	Date
2.1.2	<ul style="list-style-type: none"> <li>• Sun Smart Policy reviewed and updated to reflect best practice recommendations by reputable source (Cancer Council)</li> </ul>	Dec 2018



## 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
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

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.

In 2018, a mud kitchen and Frog Pond were donated by Bunnings. Further improvements to our nature play area will be completed during the Christmas holidays.

Improvements continue to be made so that our centre is safe and inclusive for all children, especially those identified with needs. We have purchased two different 'rocker' style aids to help children with self-regulation.

## Key Improvements Sought for Quality Area 3

Standard/ Element	Issue identified during self-review	Outcome/Goal we seek	Priority (LMH)	How will we get this? (Steps)	Success measure	Due Date
3.2.1	Continue development of Nature Play	Children explore the relationships with living things in the nature play outdoor learning environment. Reestablishment of garden area to include fruit, veg and herbs	H	-Allocate budget line for Outdoor Learning environment improvements: <ul style="list-style-type: none"> <li>• Design</li> <li>• Seek quotes</li> <li>• Engage community in development</li> <li>• Engage children and families in planning</li> <li>• Chicken Coop area</li> <li>• Edible and Sensory gardens</li> </ul>	-Chicken coop is constructed with assistance of children and families -Children and families provide feedback about planning, construction and learning involved -Documentation of processes, outcomes and learning evidenced in the program -Gardening and Animal handling practices and procedures are documented and implemented	By End T2
3.2.1	Safe and Inclusive Environment	Equipment and resources are inclusive and support every child's participation	H	-Seek access to support equipment for children with identified additional needs -Accessible for self-regulation	-Children access equipment independently when required	T1
3.2.2	Variety of resources	Resources support play-based learning	M	-A variety of resources are available for independent access	-Children have access to a greater variety of resources -Children engaging with resources independently and resourcing their own learning	T1
Standard / Element	Progress Notes					Date

## 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

<b>Standard 4.1</b>		
<b>Staffing arrangements enhance children's learning and development.</b>		
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.
<b>Standard 4.2</b>		
<b>Management, educators and staff are collaborative, respectful and ethical.</b>		
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
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
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

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. 2019 will see the Educational Leader continuing on in the role at the preschool.



## Key Improvements Sought for Quality Area 4

Standard/ Element	Issue identified during self-review	Outcome/Goal we seek	Priority (LMH)	How will we get this? (Steps)	Success measure	Due Date
4.1.1	Organisation of Educators	Organisation of educators across the service supports children's learning and development	H	-Staff responsibilities when releasing Teacher: <ul style="list-style-type: none"> <li>Supervision</li> <li>Behaviour</li> <li>Relationships</li> <li>Routines</li> <li>Conversations</li> </ul> -Break times -SSO monitor needs of identified children	-Staff receiving 30-minute break daily -All children's learning/development are met during educator break times	
4.2.1	Culture of Inquiry	For all staff to regularly participate in critical analysis and reflective inquiry	M	-Staff meeting to discussions -Documentation reflecting inquiry process and outcomes	-Embedded in the culture of the service	End T4

Standard / Element	Progress Notes	Date
4.1.1	<ul style="list-style-type: none"> <li>Lead Educator break time to be covered by school staff lunch duty as discussed during PDP meeting</li> </ul>	Dec 2018

## 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

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-review	Outcome/Goal we seek	Priority (LMH)	How will we get this? (Steps)	Success measure	Due Date
5.1.1	Interactions with Children	All interactions with children are consistently responsive and respectful	H	-Staff take time to form relationships with all children and understand their interests and needs	-Children feel secure, confident and included -The dignity and rights of every child are maintained	Termly
5.2.1	Children's feedback/goals	Feedback from children to inform the program and their Individual Learning Plans	H	-A variety of feedback strategies are developed <ul style="list-style-type: none"> <li>• Parent meeting</li> <li>• surveys</li> </ul>	-Feedback from children is documented and informs the program -Children can articulate their learning -Goals documented on ILPs and discussed with families	Each Term
5.2.2	Staff skills and knowledge to support self-regulation	All staff have the confidence and capacity to support all children in self-regulation in all situations	H	-Professional development in self-regulation strategies -Access DECD Support Services	-Staff are empathetic and model self-regulation	Termly

Standard / Element	Progress Notes	Date

## 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.

## 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

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.

In 2018, parents were invited and encouraged to join Governing Council and various committees. Our fundraising committee was very successful in raising sufficient funds to go towards our outdoor nature play learning area. The fundraising events organised saw positive collaboration with local community businesses including a Pie Drive with the Paringa Bakery, Raffle Ticket sales at the local Clubs Members Draw night, Guess the Lolly Jar and Art Exhibition run at our School Continental. We have also formed a fantastic relationship with our local Bunnings store, which is set to continue in the near future as we embark on setting up our own Vegetable garden.



## Key Improvements Sought for Quality Area 6

Standard/ Element	Issue identified during self-review	Outcome/Goal we seek	Priority (LMH)	How will we get this? (Steps)	Success measure	Due Date
6.1.1	Family Events	To increase the number of events on offer for families to engage with the service	M	-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 -Form an 'events' committee	-Families engage with feedback and provide support to plan events -Calendar of events created to inform families and staff of upcoming events	End T2
6.1.2	Parent Voice needs to be more prominent and documented	Parent voice and feedback is regularly gathered and referenced	H	-Families are notified and encouraged to participate in decision making opportunities: <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 feedback is valued and respected during decision making and is referenced in the program	T1
6.2.3	Community Engagement	To increase Renmark North's presence in the community and increase community engagement with the service	M	-Staff to contact community businesses/organisations etc for events, projects, excursions that will enhance learning and compliment the program -Enquire with community about programs eg: Library, Music groups, health etc	-Increased community participation with service -Increased participation in community run programs	Each Term
6.2.3	Family and Support Services	To link in with the Renmark Children's Centre for Early Childhood Development and parenting to provide further support for	H	-Staff to link into the services offered by the Children's Centre -Referring families to support services where applicable	-Staff accessing the services provided to help support children's needs -Families accessing services	T1

parenting and family wellbeing

**Standard / Element**

**Progress Notes**

**Date**

## 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</b>		
<b>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</b>		
<b>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 coordinators	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

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
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
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

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

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-review	Outcome/Goal we seek	Priority (LMH)	How will we get this? (Steps)	Success measure	Due Date
7.1.1	Update philosophy	Updated Philosophy that reflects the quality practices, principles and beliefs that underpin all aspects of preschool	H	-Collaborate with staff, children, families and governing council to review current philosophy -consultation process -display for comment Governing council meeting	Update philosophy is reflected in everyday practice and programming	End of T1
7.1.2	Update Policies and Procedures	Effective and up to date policies and procedures are in place and reviewed annually	H	-systematically work through policies and procedures with staff, parents and governing council -Update Review cycle	-All policies and procedures are documented and displayed in folder for access by all, including families. -Specific procedures are displayed in relevant locations, eg toileting, nappy change, first aid etc -staff have a greater understanding of how to undertake particular 'jobs' fostering clear decision-making and efficient service operation	Each Term
7.1.3	Consistent Induction process	An up to date induction process that is specific to the preschool	H	-staff to review current staff induction booklet and highlight key areas to be revised and made specific to preschool	-all staff have completed an induction and are satisfied with it -staff are confident to ask for further information or clarity	T1
7.1.3	Staff unaware of the level of collaboration required to support the efficient running of the preschool to best	Job description, roles and responsibilities and expectations are clearly identified and understood by all staff	H	-preschool staff in liaison with leadership -review current job descriptions, roles and responsibilities and expectations	All staff understand and successfully complete all roles and expectations when working in the preschool	T1

	meet the needs of the children					
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 standards	An effective cycle of continuous review, improvement and change by all staff	Each Term
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 and 12 month review cycle -	Educators focus on school, preschool and partnership priorities for improvement and change in their practice	Term 1
<b>Standard / Element</b>	<b>Progress Notes</b>					<b>Date</b>
7.2.1	<ul style="list-style-type: none"> <li>Regular staff meetings with Helen Barney (EL) documented throughout 2018 and to continue in 2019</li> </ul>					