



Government of South Australia

Department for Education and
Child Development



Murray Bridge Preschool Kindergarten

2017 Quality Improvement Plan

Service details

Service name	Service approval number
Murray Bridge Preschool Kindergarten	SE-00010689
Primary contact at service	
Bev Harrison	
Physical location of service	Physical location contact details
Street: Mannum Road Suburb: Murray Bridge State/territory: SA Postcode: 5253	Telephone: 0885322758 Mobile: Fax: 0885326720 Email: Bev.Harrison309@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: DECD Telephone: Mobile: Fax: Email:	Name: Bev Harrison Telephone: 0885322758 Mobile: Fax: 0885326720 Email: Bev.Harrison309@schools.sa.edu.au
Street: PO Box 229 Suburb: Murray Bridge State/territory: SA Postcode: 5253	

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. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. 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.

For family day care services or multi-site services, please provide the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	9.00am	9-00am	9.00am	9.00am	9.00 am		
Closing time	15.00 pm	15.00pm	15.00pm	15.00pm	15.00 pm		

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.

Street parking is available on West Tce. Or the Child care Centre car park can be utilised, entry off of West Tce.

Kindergarten programs do not operate during the school holidays. The Preschool makes its Outdoor Learning Area available for use by the Murray Bridge Children's Centre Vacation Program.

How are the children grouped at your service?

In 2017 we have continued (as a result of parent consultation) to offer 2 full day groups; a Monday Tuesday group and a Thursday Friday group. Each group attends on alternate Wednesdays. Families are also offered the flexibility of choosing alternative sessions that suit their circumstances. We have found that children attending on consecutive days gives staff increased opportunity to plan and implement experiences based around children's interests; resulting in greater continuity of learning. Children are generally in a consistent group of children each week, supporting the development of social skills and friendships. The full days also offer flexibility for excursions, and experiences that require longer amounts of time.

Name of person responsible for submitting this plan : Bev Harrison, Director and Nominated Supervisor

CONTEXT STATEMENT FOR MURRAY BRIDGE PRESCHOOL KINDERGARTEN

Murray Bridge Preschool is the oldest early years setting in Murray Bridge having been established in the mid 1950's. The current purpose built facility was built in the 1970's. We are co-located with the Murray Bridge Children's Centre a community based childcare centre which was established in the 1980's. We are in close proximity to Murray Bridge North School, and Special School and St. Joseph's School. The majority of our children transition to Murray Bridge North School (around 74%) with the remainder feeding all the other local schools.

We serve a community which reflects the diversity of the Murray Bridge population, including children from Indigenous and Refugee groups, Additional Needs and Children under the Guardianship of the Minister. We enjoy a good working relationship with all of the Child Care Centres in the town.

We currently have 47 children enrolled; who attend full day sessions from 9.00am to 3.00 pm. Groupings are Monday, Tuesday group; and a Thursday, Friday group. Each group attends an alternate Wednesday full day. Other attendance combinations can be negotiated to meet family's specific needs. Children with additional needs are supported by DECD Special Services and receive additional Early Childhood Worker support time from Preschool Support Funding. DECD staffing is a full time Director, Teacher and half time Early Childhood Worker. The Centre has made a decision to fund the other half time of this position in acknowledgement of the diverse range of children's needs and our commitment to good relationships and quality service provision.

Our long term focus on improvements to the physical learning space continues to be a priority in 2017. Significant improvements of the indoor facilities, resource consolidation, storage and addressing safety issues, has now paved the way for a much needed redevelopment of the outdoor learning space. Another major improvement focus last year involved using the Storypark program- a secure private online space for educators and parents. This was a very successful tool to record observations of each child's interests, abilities and planning for learning. It has improved two way communications about curriculum and planning with families and enabled us to generate reports about children's learning against EYLF and the Preschool Indicators of Learning for Literacy and Numeracy. In 2017 we will fine tune our focus to hone in on our analysis of this data to inform service provision, program planning and reporting. In addition we will further refine our use of the Storypark program as a tool for developing and recording the planning cycle for individual children.

The index of Educational Disadvantage is a socio-economic index, used by the Department of Education and Child Development to allocate resources to sites to address educational disadvantage related to socio-economic status. The index is calculated using measures of parental economic resources, parental education and occupation, Aboriginality and Student Mobility. Schools are ranked across 7 categories with Category 1 serving the most socio-economically disadvantaged communities. Our Centre is rated as a Category 1 service.

The review and redevelopment of our Centre Philosophy, with growing input from staff and families was another positive aspect of our 2016 improvements.

Service statement of philosophy

At Murray Bridge Preschool Kindergarten we believe that the development of relationships, a culture of welcome, open communication and belonging are at the heart of quality service provision. We believe in the uniqueness and potential of each child and their right to participate in a highly engaging, play based learning program. We value and promote the inclusion of child and family voice in all aspects of planning and service delivery. We plan, implement and review our curriculum using the Early Years Learning Framework, *Belonging, Being, Becoming* and the *National Quality Standards*.



We believe in the diversity of families in our community and that each family has the right to a service responsive to their individual needs. We commit to building our cultural competence within the kindergarten community and providing a service that is inclusive, accessible and equitable. We acknowledge Australia's Aboriginal and Torres Strait Islander peoples. In particular, we respectfully acknowledge the traditional lands of the Ngarrindjeri people on which our Kindergarten stands.

What we believe about children

- We believe that trusting, respectful relationships with educators are essential for children's success as learners.
- We believe that all children are capable and competent learners and have the right to participate in an environment that values active learning through play, the development of positive learning dispositions and a growth mindset.
- We believe children need a safe, secure, and stimulating environment in order to develop a sense of belonging, identity and wellbeing.
- We believe all children have strengths, ideas, feelings and opinions and have the right to be heard and to contribute in meaningful ways.
- We believe in acknowledging and celebrating children's similarities and differences.

What we believe about learning

- We believe that all children are capable and competent learners, with unique learning styles, stages of development, needs and interests.
- We believe children's learning is enriched when educators and families work in partnership to support learning.
- We believe in providing a child centred learning environment that supports children's interests and encourages exploration and inquiry through play.
- We believe in a constructivist approach to children's learning, scaffolding learning opportunities and building from acquired knowledge.
- We believe that the environment is an important part of the learning process and we invest time, finances and planning in to the physical arrangement, aesthetic appeal and provision of resources.
- We believe in promoting care and respect for our environment, learning more about sustainability and encouraging the 4R's : reduce, reuse, recycle, repair.
- We believe that we are all lifelong learners, staff role model positive attitudes towards learning and are committed to their own professional development and a culture of continuous improvement.

What we believe about families

- We believe in the importance of working in partnership with parents.
- We believe that parents are a child's first and most influential educators.
- We acknowledge, respect and value the cultural diversity, different abilities and beliefs of all families.
- We believe that trusting, respectful relationships and open communication with families are essential for children's success as learners.
- We believe parents have a positive impact on children's learning through their involvement in Kindergarten and we welcome the different knowledge, skills and diversity families contribute to the learning program.

What we believe about community

- We believe our local and wider community is an important resource and learning tool for our children and we encourage and seek community involvement in teaching and learning.
- We believe in the importance of children learning about their local community, being actively involved in local events and learning about active citizenship.
- We respect and value the varied and diverse, cultures, beliefs, abilities and community groups in the local area and in our world.
- We believe that our Kindergarten provides an important connection between families and services in the community that can provide appropriate support when needed.
- We are committed to collaborating with other children's services and local schools in our community to provide a quality transition between services.

Our 2016 MBPK families value and hope for.....

- A safe place of caring and belonging, where children's self awareness and self esteem are nurtured.
- A place for making friends and learning skills to communicate, cooperate, interact, share and be kind to others.
- A place that promotes confidence, a sense of fun and enjoyment, a positive, happy atmosphere, balanced with appropriate guidelines and boundaries for safety.
- A place where children can play, explore, learn and express creativity as they develop.
- A place that will be stimulating and challenging, offering opportunities to develop reading and writing skills and grow in knowledge.

Our place : Murray Bridge Preschool Kindergarten . Belonging, learning and growing together!

Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	
	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.
	Element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
	Element 1.1.4	The documentation about each child's program and progress is available to families.
	Element 1.1.5	Every child is supported to participate in the program.
	Element 1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.
Standard 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
	Element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	Element 1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
	Element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

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

Standard/element	National Law (section) and National Regulations (regulation)	
1.1	section 168	Offence relating to required programs
1.1	section 323	Approved learning framework
1.1	regulation 73	Educational programs
1.1	regulation 75	Information about the educational program to be kept available
1.1	regulation 76	Information about educational program to be given to parents
1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program

Quality Improvement Plan for QA1

<p>Summary of strengths for QA1</p> <p>Strengths</p>	<ul style="list-style-type: none"> • Early years Learning Framework informs the development of quality program planning and delivery. • Information about children is collected by observations and portfolio samples, in conjunction with information from parents, educator's knowledge of child development. • Flexible and inclusive play based program offered, with long sessions of uninterrupted play time, a balance of programmed and intentional teaching, with emergent planning based on children's interests. • A comprehensive range of information informs the development of an Individual Learning program for each child, comprising of family and cultural information, observations of child's current knowledge, experiences, skills, and development, child's interests and planning goals, recorded in Storypark and Portfolio folders. • The Individual Learning Plans are used to inform program planning, reflection and evaluation of children's learning needs as part of the planning cycle. • The Curriculum Intent overview and Day Book are used to ensure the provision of a broad selection of activities that facilitate learning across all Early Years Learning Framework Outcomes, developmental domains and DECD priorities. It also allows us the flexibility to incorporate children's voice, emergent planning and following up of incidental interests. • Each child has a journal for recording samples of their learning and development, with children able to exercise their sense of agency over its use. • All families are welcomed and offered flexible session options. Bi-lingual, preschool support time and early/ extended entry is utilised to support children with additional needs. • Children are supported to be independent, involved in making choices, decisions, problem solving and conflict resolution.
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Key improvements sought for QA1

Standard/element [number]	1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.	
	Identified issue	Developing strategies to build more opportunities for relationships, exchanging information with families, and learning more about aspects of family values, culture, celebrations and hopes, to inform curriculum planning.
Standard/element [number]	1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	
	Identified issue	Refine strategies to use data effectively in the planning process and capture the whole cycle of learning in a way that can be shared and communicated with families on a regular basis.
Standard/element [number]	1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	
	Identified issue	Data collection systems need to be developed and data used more effectively to inform curriculum planning and the development of a Literacy and Numeracy Improvement cycle.
Standard/element [number]		
	Identified issue	

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.2	Regular opportunities to connect with families through a varied range of strategies.	H	<p>Utilise Family information forms and include in SP planning.</p> <p>Family social events at least once per term.</p> <p>Governing Council invitations to attend, agenda items, summary of meetings in newsletter.</p> <p>Greater frequency of newsletters and a termly newsletter highlighting opportunities to be involved.</p> <p>Utilise Storypark as a communication tool.</p> <p>Staff member available for end of day discussions.</p>	<p>All forms reviewed and input for use in SP.</p> <p>Family events held with increasing levels of attendance recorded over the year.</p> <p>Included in newsletter every term and growing numbers of parents involved over the year.</p> <p>Newsletters distributed at least 3 times per term.</p> <p>100% of families have access to SP and numbers of parents using it as a communication and planning tool will increase every term.</p>	<p>By end term 1</p> <p>Once per term</p> <p>By week 8 each term</p> <p>Week 1,5,10 each term</p> <p>By end Term 2</p> <p>Termly review</p>	
	Improved availability of family information regarding values, hopes, culture, traditions, celebrations to be used in planning inclusive programs for groups and individuals.	H	<p>Family Info forms reviewed during team planning meetings, inc. in SP, add a box for review and planning notes.</p> <p>Opportunity to contribute to philosophy - hopes, expectations, positives etc. during term 1.</p> <p>Traditions and Celebration boxes to be used in weekly planning.</p> <p>Invite families to share aspects of family life & culture.</p>	<p>All forms reviewed- planning notes completed and shared with families.</p> <p>Parent responses collated and included in philosophy statement.</p> <p>Boxes being utilised by families and incorporated in planning. Parent Opinion survey indicating positive responses for opportunities to be involved</p> <p>Positive responses to opportunities to be involved in parent opinion survey.</p>	<p>By end term 2</p> <p>By end term 1</p> <p>Start in term 2</p>	

1.2.1	Effective use of data to inform the cycle of planning for children, including two way communication with families.	H	<p>Attend critical reflection and collaborative moderation days to discuss and improve strategies.</p> <p>Record, analyse and review data currently used and discuss quality and usefulness of data.</p> <p>Review with GC and interested parents – what data and communication methods they prefer.</p> <p>Utilise team meeting time to discuss best data to collect to measure children's progress in learning and development, and how best to utilise in the planning cycle.</p>	<p>Team attendance and sharing with other educators, notes and ideas leading to improved practices at our site.</p> <p>Review notes and recommendations for changes/improvements recorded.</p> <p>Minutes of GC meeting with feedback collated for implementation.</p> <p>Minutes of team meeting with recommendations for improving data collection and utilising in planning cycle.</p>	<p>Week 6</p> <p>By end term 1</p> <p>Term 2</p> <p>Term 2</p>	
1.2.3	Data collection map developed to use for targeted data collection that will inform the development of a literacy and numeracy improvement cycle. Improvement cycle to be developed in collaboration with staff and Governing Council .	H	<p>Consider and document all sources of data to be used for assessment of literacy and numeracy improvement areas.</p> <p>Analyse all available data and note strengths and needed improvements.</p> <p>Prepare a draft improvement plan, which can be presented for collaboration and approval with Governing Council.</p>	<p>Documented Data map.</p> <p>Record of strengths and improvements documented.</p> <p>Finalised improvement cycle and Governing Council minutes.</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 2</p>	



Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

Standard 2.1	Each child's health is promoted.	
	Element 2.1.1	Each child's health needs are supported.
	Element 2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.
	Element 2.1.3	Effective hygiene practices are promoted and implemented.
	Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
Standard 2.2	Healthy eating and physical activity are embedded in the program for children.	
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
Standard 2.3	Each child is protected.	
	Element 2.3.1	Children are adequately supervised at all times.
	Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
	Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.



Quality Area 2: Related sections of the National Law and National Regulations Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.3.1, 2.3.2	section 165	Offence to inadequately supervise children
2.3.2	section 167	Offence relating to protection of children from harm and hazards
2.1.3, 2.1.4, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.2.1	regulation 78	Food and beverages
2.2.1	regulation 79	Service providing food and beverages
2.2.1	regulation 80	Weekly menu
2.1.2	regulation 81	Sleep and rest
2.3.2	regulation 82	Tobacco, drug and alcohol free environment
2.3.2	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.3.4	regulation 84	Awareness of child protection law
2.1.4, 2.3.3, 2.3.4	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.4, 2.3.3, 2.3.4	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.4, 2.3.3, 2.3.4	regulation 87	Incident, injury, trauma and illness record
2.1.4	regulation 88	Infectious diseases
2.1.4	regulation 89	First aid kits



Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.4, 2.3.2	regulation 90	Medical conditions policy
2.1.1, 2.1.4, 2.3.2	regulation 91	Medical conditions policy to be provided to parents
2.1.1, 2.1.4	regulation 92	Medication record
2.1.1, 2.1.4	regulation 93	Administration of medication
2.1.1, 2.1.4	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.1, 2.1.4	regulation 95	Procedure for administration of medication
2.1.1, 2.1.4	regulation 96	Self-administration of medication
2.3.3	regulation 97	Emergency and evacuation procedures
2.3.3	regulation 98	Telephone or other communication equipment
2.3.2	regulation 99	Children leaving the education and care premises
2.3.1, 2.3.2	regulation 100	Risk assessment must be conducted before excursion
2.3.1, 2.3.2	regulation 101	Conduct of risk assessment for excursion
2.3.1, 2.3.2	regulation 102	Authorisation for excursions



	Related requirements	
2.3.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.1.1, 2.3.2, 2.3.3	regulation 161	Authorisations to be kept in enrolment record
2.1.1, 2.1.4, 2.3.2, 2.3.3	regulation 162	Health information to be kept in enrolment record
2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.3	regulation 168	Education and care service must have policies and procedures
2.1.3, 2.2.1, 2.3	regulation 168(2)(a)	Policies and procedures are required in relation to health and safety, including matters relating to: (i) nutrition, food and beverages, dietary requirements; and (ii) sun protection; and (iii) water safety, including safety during any water based activities; and (iv) the administration of first aid
2.1.4, 2.3.3	regulation 168(2)(b) regulation	Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with 85
2.1.4	regulation 168(2)(c)	Policies and procedures are required in relation to dealing with infectious diseases, including procedures complying with regulation 88
2.1.1, 2.3.3	regulation 168(2)(d) matters set out	Policies and procedures are required in relation to dealing with medical conditions in children, including the in regulation 90
2.3.3	regulation 168(2)(e) regulation	Policies and procedures are required in relation to emergency and evacuation, including the matters set out in 97
2.3.2	regulation 168(2)(g) 100 -102	Policies and procedures are required in relation to excursions, including procedures complying with regulations
2.3	regulation 168(2)(h)	Policies and procedures are required in relation to providing a child-safe environment



2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 177	Prescribed enrolment and other documents to be kept by approved provider: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92
2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92

Quality Improvement Plan for Q2

Summary of strengths for QA2

Strengths	<ul style="list-style-type: none"> • Staff provide parents with information on support services and practitioners in the local community. • A First Aid kit is available, staffs are trained in First Aid, and accident, injuries and treatment are documented, and parents notified. • Severe medical conditions and allergies are recorded and displayed, and asthma health plans are used as necessary. Procedures are in place to inform families of infectious diseases, • Individual health plans are written and filed for children who need them. • Hygiene practices are implemented through consistent cleaning of tables, benches, food preparation and storage areas, and bathrooms. • Hand washing procedures are displayed. • Healthy snacks and lunches are encouraged and requested in parent information, and healthy eating is promoted in program planning. • Extra fruit, vegetables, breads and spreads are provided by the kindergarten and always available to children to supplement lack of food and to provide a wider range of healthier options for children. • Children help to do a fruit and veg shop order each week. • Snack times are flexible to allow self regulation and regular grazing of healthy snacks. Lunch times are shared together to allow monitoring of amounts and types of food eaten, as well as being a shared social experience. • Outside time and physical activity are a high priority in the program. • Children often request the equipment/ experiences they would like, and contribute to setting up the outdoor environment. • Staff are trained in mandatory notification and aware of duty of care requirements. • Director is trained in Child Protection Curriculum framework. • Children are well supervised, and staff ensure both indoor and outdoor areas are supervised at all times. • Sign in sheets are utilised by staff, visitors, and parents sign their children in and out each day.
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Key improvements sought for QA2

Standard/element [number]	2.3 Each child is protected.	
	Identified issue	Embedding practices for implementing <i>Child Protection Curriculum</i> , social and emotional skills and mindfulness practices needs to be a high priority.
Standard/element [number]	2.3.3 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.	
	Identified issue	Emergency procedures need updating to reflect new DECD requirements and changes to job roles, including twice per term practice and review.

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.3	<p>Termly curriculum intentions and planned, intentional teaching will be prioritised, implemented and documented regularly for</p> <ul style="list-style-type: none"> • Child Protection Curriculum • Social/Emotional skills, • Resilience and mindfulness activities 	H	<p>Review a range of social/emotional skills programs and choose a program that will work well for our service.</p> <p>Review CPC and incorporate regular sessions of intentional teaching in the program.</p> <p>Continue building a repertoire of mindfulness activities and offering on a daily basis.</p> <p>Provide team familiarisation and parent information sessions prior to implementation.</p>	<p>A program is chosen for implementation.</p> <p>Weekly sessions are recorded in the program and implemented with small groups of children.</p> <p>Mindfulness resources are collected, implemented and used by the children.</p> <p>Team are confident to implement and parents are informed.</p>	<p>By end term 1</p> <p>Term 2</p> <p>Ongoing</p> <p>Term 2</p>	
2.3.3	<p>Emergency management plans are completed and updated, incorporating DECD recommendations, including role reallocation.</p> <p>Emergency procedures are practiced at least twice per term and reviews are documented.</p>	<p>M</p> <p>H</p>	<p>Review emergency policies, noting DECD recommendations and make necessary changes.</p> <p>Reallocate staff roles if necessary.</p> <p>Fill new sections of the Emergency Management plan format.</p> <p>Display any new procedures.</p> <p>Notify families of any changes to emergency protocols.</p>	<p>Emergency procedures will be updated, displayed and available - using the new DECD format.</p> <p>Recorded in emergency management plan and on display.</p> <p>Finalised emergency management plan template submitted and available at the service.</p> <p>Displays at service.</p> <p>Newsletter documentation.</p>	By end term 2	

			Schedule twice termly evacuations and invacuations and document implementation and review.	Twice per term emergency practices will be reviewed and documented.	Termly Ongoing	
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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

Standard 3.1	The design and location of the premises is appropriate for the operation of a service.	
	Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
	Element 3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	
	Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
	Element 3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.
Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	
	Element 3.3.1	Sustainable practices are embedded in service operations.
	Element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

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

Standard/element	National Law (section) and National Regulations (regulation)	
3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104	Fencing and security
3.2.2	regulation 105	Furniture, materials and equipment
3.1.1	regulation 106	Laundry and hygiene facilities
3.1.1	regulation 107	Space requirements—indoor
3.1.1	regulation 108	Space requirements—outdoor space
3.1.1	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
3.2.1	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.3	regulation 115	Premises designed to facilitate supervision
3.1.2	regulation 116	Assessments of family day care residences and approved family day care venues
3.1.1	regulation 117	Glass (additional requirement for family day care

	Related requirements	
	Part 3 of the National Law: Service Approval	
	regulation 25	Additional information about proposed education and care service premises
	Regulations 41-45	Service waiver and temporary waiver

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths	<ul style="list-style-type: none"> • Purpose built kindergarten building with open plan indoor play area and large outdoor play area • Regular planning occurs in the indoor and outdoor environment to ensure a wide range of open ended, inclusive experiences are offered to facilitate children's learning through play, exploration, discovery, and problem solving individually, and in small and large groups. • The environment and program are adapted as necessary to ensure access and participation for all children and families. • Environmentally sustainable practices are gradually being introduced into programming and every day practices in the service. • Story Park is a more sustainable way of managing portfolios - with less paper and printing being involved. • The children recycle materials, compost, garden, feed chickens and have a worm farm. • The children's garden is watered by dedicated rain water tanks. • Significant time and resources continue to be invested in to the improvement of the physical environment.
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Key improvements sought for QA3

Standard/element [number]	3.1.2 Premises, furniture and equipment are safe, clean and well maintained.
Identified issue	Continuation of facilities improvement, with a focus on storage and administrative spaces, which are currently cluttered, unsafe and create difficulty accessing resources.
Standard/element [number]	3.2.1 Outdoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
Identified issue	The outdoor area is lacking in attractive, engaging learning spaces and an all weather play policy needs to be developed to enable children to spend more time in the natural outdoor learning space. The perimeter of the whole service needs a cleanup and refreshing to look more welcoming and inviting.

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.2.	Storage and administrative areas are redeveloped to provide safe, accessible storage and tidy, effective, usable areas.	M	<p>Contact Cabinetmaker and DPTI to quote for reconfiguring the Storeroom, a dedicated broom cupboard and removal of cupboard in office 2.</p> <p>Filing and draw space to be added to office 2.</p> <p>Allow sufficient funds in 2017 budget allocation.</p> <p>Tidy, sort and reorganise of both storerooms and office 1.</p>	<p>Quote received and job scheduled.</p> <p>Filing and draws purchased.</p> <p>Allocated in budget.</p> <p>Organised, safe, labelled storage and admin areas.</p>	<p>End term 1</p> <p>End of term 1</p> <p>Week 8</p> <p>End of term 2</p>	
3.2.1	Begin the redevelopment of Outdoor Learning area to provide a stimulating, open ended, natural learning area for exploration, wonder and discovery.	H	<p>Liaise with Asha (ECL) to submit a Project commencement form to Asset Support Centre.</p> <p>Develop a range of opportunities for children and families to be involved in vision, dream sessions and brainstorming to collate ideas for outdoor area.</p> <p>Liaise with facilities manager and landscape architect to develop long term concept plans.</p> <p>Allocate funds in 2017 budget to commence project and consider long term planning and fundraising for completing plans in stages.</p>	<p>Commencement form copy on file.</p> <p>Records of meetings and ideas generated.</p> <p>Concept plans available.</p> <p>2017 budget sheet</p>	<p>By end Term 1</p> <p>During Term 2</p> <p>TBA</p> <p>Term 1</p>	

	<p>Development of an All weather play policy and strategies to ensure best use of available play space.</p> <p>Improve the entrance areas on both sides of the Kindergarten to be more attractive, inviting and interesting.</p>	M	<p>Develop a subcommittee of interested staff and parents to develop and write a policy that suits our context and circumstances.</p> <p>Involve children in small group discussions with prompt questions to include their views in the development of the policy.</p> <p>Plan a working bee to clean and freshen up existing areas.</p> <p>Brainstorm some ideas for low cost, creative ideas to improve the entrances of the Kindergarten with staff and Governing Council.</p> <p>Invite any interested parents to be involved in contributing ideas and/or helping with improvements.</p>	<p>Meeting notes. Documented policy.</p> <p>Documented responses to incorporate in planning process.</p> <p>Newsletter invite and diary date notation.</p> <p>Record of brainstorming notes available and displayed.</p> <p>Newsletter invites.</p>	<p>Term 2</p> <p>Term 2 group times</p> <p>During Term 2</p> <p>Term 1 Gov Council meeting.</p> <p>By end Term 1</p>	



Quality Area 4: Staffing arrangements

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

Quality Area 4: Standards and elements

Standard 4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.	
	Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.	
	Element 4.2.1	Professional standards guide practice, interactions and relationships.
	Element 4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
	Element 4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

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

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulation 169	Offence relating to staffing arrangements
4.1	regulation 118	Educational leader



4.1	regulations 119–120	Age and supervision requirements
4.1	regulations 121–124	Minimum number of educators required
Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulations 125–128	Educational qualifications for educators
4.1	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1	regulations 137–143	Approval and determination of qualifications
4.1	regulation 144	Family day care educator assistant
4.1	regulations 145–15	Staff and educator records—centre-based services
4.1	regulation 153	Register of family day care educators
4.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
	Related requirements	
4.1	section 161	Offence to operate education and care service without nominated supervisor
4.1	section 162	Offence to operate education and care service unless responsible person is present
4.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1	regulations 46–54	Supervisor certificates



4.2	regulation 55	Quality improvement plans
4.1	regulation 168(2)(i)	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.



Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths	<ul style="list-style-type: none"> • Appropriate staff to child ratios are maintained at all times. • TRT staff back filling staff during admin and non-contact time. • The centre uses the same relief staff where ever possible, and these staff are well known to families and children. • Staff have a high level of professionalism, care and respect for children and families • All actively involved in the implementation of the National Quality Standards across all areas in the service. • Staff are involved in regular staff meetings to share information, and plan programs for individual children. • Team members share roles and responsibilities and utilise individual's skills and strengths for the benefit of the team and the service. • All staff including relief staff, support staff and other professionals are welcomed and included as part of the team • The DECD Induction section of the website is used with new staff. • All staff and volunteers and contractors who access the site have the appropriate Criminal History screenings, and qualifications. • Our E.C.W is only funded by DECD 0.5 - but the service maintains the position at 1.0 in acknowledgement of the critical importance of having that additional staff time. ECW also takes on Preschool support Role, as well as administration and finance. • Staff have a strong commitment to developing their skills, undertaking a wide range of Professional Development. We are lifelong learners. • Our service is committed to the development of the Early Childhood Profession through the support and mentoring of students from high school, TAFE and University.
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Key improvements sought for QA4

Standard/element [number]	4.1.1 Educator to child ratios and qualification requirements are maintained at all times.
Identified issue	Continue priority allocation of centre budget to fund extra ECW time allocation to maintain an above average educator to child ratio, in recognition of the diverse range of children's needs and our commitment to relationships and quality, individualised planning.



Standard/element [number]	4.2.1 Professional standards guide practice, interactions and relationships.
Identified issue	A staff handbook needs to be developed for all staff, relievers and volunteers to inform consistent and professional practices and standards are maintained.
Standard/element	4.2.2 Educators, coordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
Identified issue	Time needs to be prioritised for collaborative learning and improvement within the team and the partnership, and to learn from best practice in other services, that can be shared and used to improve practices in our service.

Improvement plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.1.1	Budget allocation to allow for maintenance of extra .5 ECW position to maintain high educator to child ratios and ensure targeted support for children who require it.	H	Ensure allowance for this in annual budget. Devise goals and timeframes for best use of this extra time.	Funds available in budget. Documented goals for extra resource allocation, desired outcomes and time allocation for priority programs.	Week 8 Term 1	
4.2.1	A comprehensive staff handbook will be developed to inform professional standards and practices for existing and new staff members.	M	Create a list for inclusion using DECD information, educator, TRT, student and volunteer input. Delegate different sections for completion to appropriate staff person.	Completed list for inclusion of contents. Completed handbook available.	Term 2 By end term 4	



4.2.2	Educators have opportunities to observe quality practices in other services, work collaboratively with each other and educators from other services, to stimulate site discussions about best practice and continual improvement.		<p>Critical reflection and collaborative moderation days.</p> <p>Identify appropriate training and observation sites to support achievement of goals in PDP.</p> <p>Agenda regular team meeting discussions to stimulate professional growth and continual service improvement.</p>	<p>Attendance, notes, ideas to discuss and implement.</p> <p>Professional development and observation visits scheduled.</p> <p>Records of team meeting discussions and resulting improvements/implementation.</p>	<p>Term 1 and term 3</p> <p>Term 2 or 3</p> <p>Ongoing</p>	
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Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

Standard 5.1	Respectful and equitable relationships are developed and maintained with each child.	
	Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
	Element 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	Element 5.1.3	Each child is supported to feel secure, confident and included.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
	Element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
	Element 5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
	Element 5.2.3	The dignity and the rights of every child are maintained at all times.

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

Standard/element	National Law (section) and National Regulations (regulation)	
5.2	section 166	Offence to use inappropriate discipline
5.1, 5.2	regulation 155	Interactions with children
5.2	regulation 156	Relationships in groups



	Related requirements	
5.1, 5.2	regulation 73	Educational program
5.1, 5.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1, 5.2	regulation 162(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

Quality Improvement Plan for QA5

Summary of strengths for QA5

Strengths	<ul style="list-style-type: none"> • Staff have a welcoming and respectful manner, and provide an inclusive, open and flexible program. • Sessions structured to allow a solid block of uninterrupted play time to maximise opportunity for interactions and development of relationships. • The first half an hour of the session is dedicated inside time to allow all children to be safely received and children and families welcomed in to the service in a warm and positive way. • Children's contributions are valued, and children's voice, observations, interests and Learning Plans are used to plan a program of activities that will be relevant and interesting for the children. • Children's achievements are celebrated, and co-operative and small group activities are planned to support opportunities for children to develop relationships with others. • Routines such as snack time, lunch time, and group time are used to encourage conversation and the development of social skills. • Children are involved in developing rules for the service, and supported to resolve conflicts appropriately, and communicate positively and appropriately to express ideas, needs and emotions.
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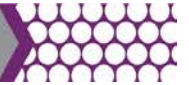


Key improvements sought for QA5

Standard/element [number]	5.1.3 Each child is supported to feel secure, confident and included.
Identified issue	Utilise small group times more effectively to incorporate child voice, enable children to have more opportunity for sharing, conversation and development of oral language skills, as well as collaborative activities and having a say.
Standard/element [number]	5.2.2 Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
Identified issue	Staff need to work collaboratively with DECD support services staff and other identified agencies to develop additional effective strategies to support groups of children with high needs.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.3.	Small group sessions where each child feels a sense of belonging and develops their sense of agency in their education, as educators are able to gather data and plan programs to improve children's oral language and social skills.	H	Small group "yarning" sessions at least once per week for each child, with set goals, intentional teaching and targeted data collected about children's learning.	Data collected each term to inform individual learning plans and assessment of progress for statement of learning.	Termly - ongoing	
5.2.2	To work with DECD Support services staff to expand our range of strategies to effectively manage challenging behaviour.	H	<p>Submit request for additional services, including a request for support in developing targeted behaviour management strategies.</p> <p>Review a range of social/emotional skills programs and choose a program that will work well for our service.</p> <p>Plan time for professional development, discussion and planning around behaviour management strategies at regular team meetings.</p>	<p>Support visits and documented recommendations that can be implemented in the service.</p> <p>Program chosen and regular, consistent implementation with children in program.</p> <p>Professional sharing and commitment to action documented and informing new positive strategies to implement.</p>	<p>Term 1</p> <p>Term 1 chosen Ongoing implementation</p> <p>Ongoing</p>	



Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

Standard 6.1	Respectful supportive relationships are developed and maintained.	
	Element 6.1.1	There is an effective enrolment and orientation process for families.
	Element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
	Element 6.1.3	Current information about the service is available to families
Standard 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.	
	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
	Element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
Standard 6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.	
	Element 6.3.1	Links with relevant community and support agencies are established and maintained.
	Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	Element 6.3.3	Access to inclusion and support assistance is facilitated.
	Element 6.3.4	The service builds relationships and engages with their local community.



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

Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 157	Access for parents
	Related requirements	
6.1, 6.2	section 172	Offence to fail to display prescribed information
6.1, 6.2, 6.3	section 175	Offence relating to requirement to keep enrolment and other documents
6.1, 6.2, 6.3	regulation 73	Educational programs
6.1, 6.2, 6.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1, 6.2, 6.3	regulation 75	Information about the educational program to be kept available
6.1, 6.2, 6.3	regulation 76	Information about educational program to be given to parents
6.1, 6.2, 6.3	regulation 80	Weekly menu
6., 6.2, 6.3	regulation 86	Notification to parents of incident, injury, trauma and illness
6.3	regulation 99	Children leaving the education and care service premises
6.3	regulation 102	Authorisation for excursions
6.1, 6.2, 6.3	regulation 111	Administrative space (centre-based services)
6.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation
6.1, 6.2, 6.3	regulation 171	Policies and procedures to be kept available



Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 172	Notification of change to policies or procedures
6.1, 6.2, 6.3	regulation 173	Prescribed information is to be displayed
6.1	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1, 6.2, 6.3	regulation 181	Confidentiality of records kept by approved provider
6.1, 6.2, 6.3	regulation 182	Confidentiality of records kept by family day care educator
6.1, 6.2, 6.3	regulation 183	Storage of records and other documents

Quality Improvement Plan for QA6

Summary of strengths for QA6

Strengths	<ul style="list-style-type: none"> Families are welcomed to the service, provided with initial information, and invited to stay for a visit to familiarise themselves with the service. Children are supported in separating from their parents, and support strategies are developed as necessary for individual children's needs. Information is invited from parents about their children's interests, needs and strengths, and this is used to inform the development of individual learning plans. Families are invited to be involved in the Governing Council, and are informed of ways to be involved through an information pamphlet. Staff make themselves readily available to parents for discussions and meetings. Information is available for parents and support is provided to access other services as necessary. Regular contact is maintained with schools, other children's services, support agencies and community resources. The centre invites members of the community to be involved in the program, and participates in community events such as OPAL activities, Council displays and cultural celebrations. Individual Learning Plans and Statements of Learning are written for each child - using data from Story Park as the main vehicle for
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this to share with parents and invite partnership in this process.

- Staff are using the EYLF Outcomes and DECD Preschool progress Indicators for Literacy and Numeracy to inform parents of their children's learning and development at Kindergarten.

Key improvements sought for QA6

Standard/element	6.1.1 There is an effective enrolment and orientation process for families.
Identified issue	Orientation and transition procedures to be improved to enable more visits for children starting Kindergarten. Liaise with school staff to continue and build upon existing transition to school procedures.
Standard/element	6.1.2 Families have opportunities to be involved in the service and contribute to service decisions.
Identified issue	Develop strategies to increase opportunities to develop relationships with families, invite involvement in program planning, service decision making and site self review processes.
Standard/element	6.3.4 The service builds relationships and engages with their local community.
Identified issue	Explore and initiate community links to improve the provision of an inclusive program that meets the needs of our Aboriginal community.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.1	<p>Orientation and transition to Kindergarten visits to increase.</p> <p>Develop relationships with new school leadership to continue and build upon existing transition to school programs.</p>	<p>H</p> <p>H</p>	<p>Earlier contact with families to invite to information and enrolment meetings.</p> <p>Work with staff team and Governing Council to schedule a term of visit opportunities alongside current sessions within staffing ratios.</p> <p>Meet leaders and establish relationships through attendance at partnership meetings and transition PLC's.</p> <p>Schedule early in the year meetings to discuss possibilities for continuing to build upon transition programs in 2017.</p> <p>Document transition process to share with families.</p>	<p>Information meeting scheduled and parent RSVPs received.</p> <p>Transition visit dates scheduled.</p> <p>Feedback from families about transition process.</p> <p>Documentation of improved transition processes.</p> <p>Feedback from families and children about the transition process.</p> <p>Feedback from school staff about transition process.</p>	<p>By end Term 3</p> <p>By end Term 3 for Term 4 visits.</p> <p>By end of Term 1</p> <p>By end of term 4</p> <p>Term 1 2017</p>	
6.1.2	To continue to provide a range of opportunities and develop new strategies for families to be involved in the service and contribute to service planning and review.	H	<p>Encourage greater involvement in the Governing Council and share GC meeting information with all families.</p> <p>Regular invitations to be involved and displays of opportunities and involvement to encourage participation at regular intervals during the year.</p> <p>Utilise electronic communication as another way for busy and</p>	<p>Increasing attendances at meetings.</p> <p>Positive feedback in POS re. Opportunities to be involved.</p> <p>Increasing participation and collection of information to inform planning and review.</p> <p>Good return rate of POS.</p> <p>Develop an email and text message mailing list. Utilise</p>	<p>Ongoing and reviewed termly.</p> <p>Collated in Term 4</p> <p>Termly</p> <p>Term 4</p> <p>By end term 1 and ongoing</p>	

			<p>working families to be involved.</p> <p>Develop some mini feedback opportunities that are site specific and can be completed earlier in the year to inform continuous improvement.</p> <p>Utilising Storypark and offering opportunities for parents to learn how to use it as a tool to contribute to children's learning plan, and contributing to the curriculum.</p>	<p>Storypark community posts.</p> <p>Staff and Governing Council develop a series of small feedback opportunities together to be used to monitor progress towards goals.</p> <p>Offer a practical information session for parents to learn more about how to use and have an opportunity to work on planning with the staff.</p>	<p>Term 2</p> <p>Term 2</p>	
6.3.4	To develop community networks, improve our availability of current, meaningful, local resources to develop our planning and reflect the culture of our Aboriginal students.	H	<p>Establish community contacts through discussion with service families, Tinyeri staff and Georgie Trevorrow through library programs.</p> <p>Attend relevant training opportunities.</p> <p>Explore opportunities for incorporating nature based, culturally inspired play spaces in outdoor area redevelopment.</p> <p>Purchase of additional inclusive, up to date resources.</p> <p>Explore possibilities for artwork and creative features to improve entrance ways of Kindergarten.</p>	<p>List of contacts and actions/outcomes developed from conversations.</p> <p>Certificates of attendance and documented actions for implementation.</p> <p>List of brainstorm ideas developed with all interested stakeholders.</p> <p>Invoices of purchases.</p> <p>Documented ideas and contact people .</p>	<p>End term 1</p> <p>By end 2017</p> <p>By end term 2</p> <p>By end 2017</p> <p>By end term 2</p>	

Quality Area 7: Leadership and service management

This quality area of the *National Quality Standard* focuses on effective leadership and management of the service that contributes to quality environments for children's learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

Quality Area 7: Standards and elements

Standard 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	
	Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
	Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
	Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
Standard 7.2	There is a commitment to continuous improvement.	
	Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.
	Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
	Element 7.2.3	An effective self-assessment and quality improvement process is in place.
Standard 7.3	Administrative systems enable the effective management of a quality service.	
	Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.
	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.

	Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.
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Quality Area 7: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.5	section 12	Applicant must be fit and proper person (provider approvals)
7.1.5	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.5	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.3.1	regulations 158-162	Attendance and enrolment records
7.1.5	regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
7.1.5	regulation 164	Requirement for notice of new persons at residence
7.3.1	regulation 167	Record of service's compliance
7.1.1, 7.3.1, 7.3.4, 7.3.5	regulations 168-172	Policies and procedures
7.3.1	regulations 173-176	Information and record-keeping requirements
7.3.1	Regulations 177-180	Prescribed records
7.1.1	regulations 181--184	Confidentiality and storage of records
	Related requirements	
7.1.5	regulation 14	Application for provider approval by individual
7.1.5	regulation 15	Application for provider approval by person other than an individual

7.1.5	regulation 16	Matters relating to criminal history
7.2.3	regulation 31	Condition on service approval - Quality improvement plan
7.1.5	regulation 46	Application for supervisor certificate
7.2.1, 7.2.3	regulations 55-56	Quality improvement plans

Quality Improvement Plan for QA7

Summary of Strengths

Strengths	<ul style="list-style-type: none"> • During the last four years this service has undergone change of a transformational nature - as evidenced by the successful DECD Validation, and improvement cited in the 2011 and 2012, 2013, 2014 and 2015 Annual report. • There is a commitment to continual improvement and the provision of a quality service. • Families are invited and encouraged to participate in the Governing Council, and be involved in centre financial management and decision making. • New staff are welcomed to the centre, and included in the life of the centre and activities. • Staff meet together for information sharing and program planning, and records of program planning are maintained. • There is opportunity to note areas for service improvement on the day planner, the NQS review document and discuss at team meetings. • Staff skills and strengths are utilised effectively for the benefit of the service and shared with each other for professional capacity building. • Shared leadership roles contribute to better service management, mentoring and shared skill development. • Staff induction processes occur for new staff, relief staff and volunteers and will be continually improved through staff feedback. • Continuity of staffing is a high priority and wherever possible Part Time staff are offered increased hours and regular TRT staff are used. • All staff contribute to a self-assessment process using the National Quality Standards which informs the development of the QIP and the improvement planning for the service. • In 2016 we have engaged a Consultant to provide additional external expertise to our reflections on the NQS process. This has been a very positive experience. • Data is collected from families, Parent surveys, children's learning, Storypark, Policy review, Philosophy review and used to inform planning • A site budget is developed in consultation with staff and Governing Council and resources are allocated towards Improvement priorities. • Information is available to families on ways that they can be involved in the service.
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- Philosophy being redeveloped in conjunction with staff and families to reflect our context and sense of ownership and belonging.
- QIP, Philosophy and Policies are available for staff, families and visitors.
- Information technology suitable for administrative purposes is kept up to date.
- Records storage inside has been significantly improved and reorganised over the last couple of years.
- Staff have opportunity to choose and request resources to support administration, service provision and quality programs on a termly basis, within clearly defined budget guidelines.
- Grievance procedures are available, complaints are followed up in a positive and timely manner, with consideration to necessary changes in Policy or Practice.

Key improvements sought for QA7

Standard/element [number]	7.2.2 The performance of educators, coordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
Identified issue	Set up systems for annual performance development plans, regular feedback and review for all staff that are linked to AITSL, QIP, DECD and partnership priorities.
Standard/element [number]	7.2.3 An effective self-assessment and quality improvement process is in place.
Identified issue	Opportunity needs to be made for all staff, Governing Council, parents, children and interested stakeholders to be involved in consultation, reflection and review for NQS self assessment as part of the annual improvement cycle.
Standard/element [number]	7.3.1 Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
Identified issue	Records stored in shed from many years past all need sorting, filing and storage or disposal according to the schedules.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2.2	All staff develop a performance management agreement and have termly reviews to assess progress towards achievement of priorities.	H	<p>Plan a timeframe for each staff member to participate in PD process, including review dates.</p> <p>All staff complete a Performance development Plan, including goals for improvement.</p> <p>Staff participate in termly review, coaching, feedback for performance development.</p>	<p>Dates scheduled with each staff person.</p> <p>Plans documented and utilised for improvement and professional development.</p> <p>PDP's utilised, reviewed and inform professional planning and development.</p>	<p>Week 6 Term 1</p> <p>End term 1</p> <p>Termly</p>	
7.2.3	Appropriate strategies are devised and implemented to involve each stakeholder group to have meaningful opportunities to contribute to the planning and review process.	H	<p>Encourage greater involvement in the Governing Council and share GC meeting information with all families.</p> <p>Regular invitations to be involved and displays of opportunities and involvement to encourage participation at regular intervals during the year.</p> <p>Utilise electronic communication as another way for busy and working families to be involved.</p> <p>Develop some mini feedback opportunities that are site specific and can be completed earlier in the year to inform continuous improvement.</p> <p>Self review format available at all times for staff and Governing Council to contribute to. Termly review with staff and Governing Council to</p>	<p>Increasing attendances at meetings.</p> <p>Positive feedback in POS re. Opportunities to be involved.</p> <p>Increasing participation and collection of information to inform planning and review.</p> <p>Good return rate of POS.</p> <p>Develop an email and text message mailing list. Utilise Storypark community posts.</p> <p>Staff and Governing Council develop a series of small feedback opportunities together to be used to monitor progress towards goals.</p> <p>Staff and Council members confident to contribute and share feedback.</p>	<p>Termly</p> <p>Term 4</p> <p>Percentage of participants responding.</p> <p>Term 1</p> <p>Term 2</p> <p>Termly – ongoing</p>	

			<p>highlight progress and newly identified needs and issues.</p> <p>Suggestions/feedback box to be made available .</p> <p>Develop a display of QIP priorities to give families opportunities to comment.</p>		<p>Term 1</p> <p>Term 1</p>	
7.3.1	To begin the process of sorting the records!	L	<p>Records management training</p> <p>Work in consultation with Records management unit for support.</p> <p>Consult with appropriate DECD personnel for advice, support, resources to manage this very large task!</p>	<p>Training attended and certificate received.</p> <p>Resources and advice received, recorded.</p>	<p>Term 1</p> <p>Term 2</p>	