



Australian Children's
Education & Care
Quality Authority

Appendix 2: Quality Improvement Plan template

OCTOBER 2011

Service details

Service name	Service approval number
Elizabeth Vale Preschool	
Primary contact at service	
Briony Murdoch	
Physical location of service	Physical location contact details
Street: Rollison Rd Suburb: Elizabeth Vale State/territory: South Australia Postcode: 5112	Telephone: 08 8255 1307 Mobile: Fax: 08 8287 1563 Email: info@elizvale.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: DECD Telephone: (08) 8226 1000 Mobile: Fax: Email: decscustomers@sa.gov.au	Name: Julie Murphy Telephone: (08) 8255 1307 Mobile: Fax: (08) 8287 1563 Email: Julie.murphy600@schools.sa.edu.au
Postal address (if different to physical location of service)	
Street: Suburb: State/territory: Postcode:	

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided.

For centre-based services, this does not include non-contact hours for staff. 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	8:50 am	8:50 am	8:50 am 11:30 pm	8:50 am	8:50 am		
Closing time	14:50 pm	14:50 pm	12:00 pm 14:50 pm	14:50 pm	14:50 pm		

Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

Elizabeth Vale is a school based preschool, which is part of Elizabeth Vale School. The whole of site incorporates a mainstream school, an Intensive English Language Centre, Special Education Classes and the Preschool.

The preschool is located within the Early Years block with its own outside area. The enrolment numbers across the whole of site have increased over the past 3 years with preschool enrolments going from being in the 20s to currently in the 50s.

Elizabeth Vale is a community that has experienced high level of generational disadvantage; consequently many of our children are living in poverty and have or are experiencing a level of trauma.

Our preschool is a Category 1 setting on the DECD index of educational disadvantage, with category 1 being the most educationally disadvantaged sites in the State.

Due to the Intensive English Language Centre on site, our preschool has a high population of EALD children, who speak 8 different languages. Our largest group of EALD children is our Bhutanese – Nepali speaking families. Many of our EALD children come to school with limited English Language. In addition to this about 15% of our student identify as being Aboriginal or Torres Straight Islanders.

Our AEDC (Australian Early Development Census) data clearly demonstrates that more than half of our children are developmentally at risk or vulnerable.

Many of our children come to preschool with speech and language delays and the development of oral language and vocabulary is a focal point of our work. 25 % of our children are diagnose with a disability and receive additional support through external provides (e.g. Novita, Autism SA) and/or DECD Support services (e.g. Speech Pathology)

The literacy levels of reading and writing English of many of our families both EALD and English speaking is minimal and we contextualise our communication as necessary. For some of our families' preschool is their first experience with the Australian schooling system.

Our preschool embraces and celebrates its diversity and we work hard to support all our children to access a high quality preschool program.

Being a school based preschool gives us a great opportunity to work collaboratively across the preschool and junior primary sphere, working towards providing a more seamless transition.



How are the children grouped at your service?

There are 2 sessions – Blue Group - Monday, Tuesday, Wednesday am - 30 places available

Green Group – Wednesday pm, Thursday, Friday – 30 places available

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

Nominated Supervisor: Julie Murphy – Principal

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



Philosophy.

At Elizabeth Vale Preschool our vision for children's learning is to provide opportunity and support to meet the highest expectations of individual children's learning.

We believe that building genuine relationships and partnerships with families supports children in achieving their goals and learning outcomes. The centre aims to reflect the values of the community in all its diversity and acknowledge the original custodians of this land, the Kurna people. We strive to ensure our practices are inclusive of all cultures, religion, abilities, gender and family structure. We role model positive interactions at all times continuously working towards developing and maintaining respectful and ethical relationships with team members, children, families and the wider community.

Educators promote children's learning by planning and implementing a program that provides opportunity for children to learn through play, intentional teaching and spontaneous learning experiences. The program is in accordance with the National Quality Standards and is reflective of the Early Years Learning Framework (EYLF). Children are encouraged and supported in working towards the EYLF learning outcomes by developing their skills and reaching their individual potential. Educators collaborate with other professionals within the community to ensure the best outcomes for individual children and families.

Our experienced educators provide an environment that is secure and predictable where children can explore and investigate. The learning environment values cultural and social diversity and provides continuity of learning. The environment demonstrates flexibility and is inclusive of indoors and outdoors opportunities providing a balance of stimulating and quiet experiences that reflect children's interests, strengths and needs. Learning areas foster the safety, health and wellbeing of each child. The environment supports individuals and families to develop their wellbeing and self-confidence.

Our team of educators are committed to providing the highest quality care and education and are consistently working towards continuous improvement in all areas of early education and management.

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, and 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

Summary of strengths for QA1

Strengths	Standard	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.
	1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.
	1.1.1	We use the EYLF to guide our curriculum decision making and have an ongoing cycle of planning, documenting and reviewing, in which children's needs, strengths, interest and abilities are considered. The curriculum is designed by staff with clear goals in mind and then adapted and modified to meet the needs of children based on EYLF outcomes. Staff has knowledge about the developmental stages of children and the need to view this independently for each child. The program evolves constantly throughout each year as the children develop language, skills and knowledge as their time at preschool progresses.
	1.1.2	We service a very diverse community with a wider variety of cultural and linguistic backgrounds. Many of our

	<p>families have experienced generational disadvantaged and a range of associated traumas.</p> <p>Our enrolment process includes collecting information about children's cultural background, strengths, interests, additional needs and the family's expectations for their child. This information, along with ongoing observations and extended conversations with families, is used regularly to inform programming.</p> <p>Each child is respected as a unique individual and information about each family's child rearing practices and experiences and knowledge of educational settings is developed over time through the evolution of authentic relationships with families.</p> <p>Children's interests are included in the learning program through spontaneous, planned and reflective practice.</p> <p>Staff working in the preschool represent a range of cultures and both genders.</p>
1.1.3	<p>Daily structures are in place, as we know that for many of our children and families a sense of security is developed through predictable structures and routines, this is particularly important for children who have or are experiencing trauma.</p> <p>Routines are developed to ensure a range of inside and outside experiences are available each day.</p> <p>Our routines maximise staff strengths and reflect the needs of the group.</p> <p>Routines are contextualised to the Green Group & Blue Group in regards to the number of children and staff.</p> <p>There is flexibility within routines to allow for responsive change according to the needs of children.</p> <p>Staff reflect regularly on children's learning, interests and development to inform future planning.</p>
1.1.4	<p>Our sharing of each child's program and progress is intentionally documented in ways that are contextualised to the language and literacy needs of our families. As many of our families have limited skills in reading English we use a range of visual mediums to provide information to families.</p> <p>Authentic access to information about their children underpins all the decisions made about communication avenues.</p> <p>Each child has a learning portfolio and scrap book available to families. Lots of photos are used. Individual Learning Plans which focus on strengths, interests and growth points are created and shared with families.</p> <p>Information about our learning program is provided to families through displays, newsletters, informal discussions and information boards.</p> <p>iMovies are made about preschool as another medium to share with families.</p> <p>Staff chat to families about their children at the beginning and end of sessions.</p> <p>Families are invited in term 2 to have a 1:1 meeting with preschool staff to talk in more depth about their</p>

	<p>child/ren. Interpreters are accessed to support families as needed during this process.</p> <p>Cultural-linguist support is accessed for interviews as needed.</p>
1.1.5	<p>Each student is supported to participate in the program according to their cognitive and social capacity.</p> <p>Teachers work closely with DECD and external Support Services to access additional support for children with higher needs.</p> <p>Additional staffing is allocated to the preschool to support children with additional needs, in particular during term 1.</p> <p>Many children receive targeted speech intervention; an individualised program is developed with the assistance of a speech pathologist and then implemented by key staff. This intervention occurs 1:1 for some children.</p> <p>Bi-lingual and cultural supported is sourced for EALD and Indigenous children.</p> <p>Whole of site works closely with Department of Child Protection to support children under the Guardianship to access Preschool.</p> <p>Visual and sensory aids are used to support children as needed.</p>
1.1.6	<p>Ongoing reflection by staff results in adaptations to the learning program. This occurs both formally at preschool meetings and at point of need during each session.</p> <p>Our learning program provides opportunities for children to actively engage in group and individual activities and to participate in sustained periods of play both indoors and outdoors. Children are given opportunities to make independent play choices that follow their interests.</p>
Standard 1.2	Educators and co-ordinators are focussed, active and reflective in designing and delivering the program for each child.
1.2.1	<p>Each child has an individual assessment file which are regularly added to with assessments, data, information and incidental observations which all contribute to learning stories.</p> <p>Planning of preschool experiences is responsive to information gathered about children strengths, needs and abilities.</p> <p>Daily focussed observational notes are recorded by all staff, these then are used to influence future planning.</p>
1.2.2	<p>Educators respond to children's ideas and play and are constantly observing their specific needs. Activities and programs are flexible, open ended and modified to meet the constantly changing needs and interests of</p>

	the children. These activities that are provided promotes students to use their creativity and imagination. Children's requests for resources and teachers scaffolding of ideas through questioning and discussions enhance children's agency of voice.
1.2.3	Preschool teachers are given release time together for collaborative planning, assessment and reviewing of individual students and the learning program. The program is flexible and fluid allowing staff to reflect and refine within sessions and during set up times. Key staff work together to set up each morning and engage in dialogue about program refinements based on observations of children.

Key improvements sought for QA1

Standard/element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
Identified issue	40 % of children are EALD and 15 % ATSI Developing staff from being culturally aware to culturally competent. Staff need to develop a depth of understanding about best practice in teaching EALD and ATSI children. With such diversity in the cultural-linguistic backgrounds of children developing knowledge and understandings of behaviours & practices that are culturally based needs to be intentional work for all educators.

Standard/element 1.2.3	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.
Identified issue	Only some staff contributing to weekly reflection section of planning. Need to incorporate this process into daily practice and not relying upon planning meeting times to record all this information. Need to increase the amount of reflections/future planning/student interests being documented. Discuss as a team the best method of recording to ensure this process is happening frequently and that it is easily accessible to all staff.

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
1.1.2	To develop staff cultural competencies.	M	<p>Develop stronger links with the school Aboriginal Education Team.</p> <p>Employ BSSOs from a range of different cultural/language backgrounds. Utilise their skills and knowledge in the program and with families.</p> <p>Staff are provided with support and training to develop their own cultural awareness leading to development of cultural competency.</p>	<p>Cross cultural perspectives will be embedded in the program.</p> <p>There is clear visual evidence of cultural diversity represented in the learning environment.</p> <p>Staff personal and professional practise in regards to cultural awareness is evident in their day to day work.</p>	<p>ongoing</p> <p>Whole of site Cultural competence & D session - term 2.</p>	
1.2.3	For staff to be increasingly recording their reflections in a authentic and visible manner in the planning documents.	H	<p>Planning documents to include specific places for reflections/children's interest/future planning.</p> <p>Embedding the process of recording reflections into daily practice.</p> <p>Review process and method for recording reflections.</p>	<p>Planning documents will have authentic and visible documentation of reflections which are clearly linked to future planning.</p> <p>Staff confidence and skill in documenting reflections has increased as evident in the preschool planning documents.</p>	Major focus term 2 – ongoing throughout year.	

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)	Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with regulation 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)	Policies and procedures are required in relation to dealing with medical conditions in children, including the matters set out in regulation 90
2.3.3	regulation 168(2)(e)	Policies and procedures are required in relation to emergency and evacuation, including the matters set out in regulation 97
2.3.2	regulation 168(2)(g)	Policies and procedures are required in relation to excursions, including procedures complying with regulations 100 -102
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		
	2.1.1	<p>Children's health and dietary needs are supported by collecting information from families at the time of enrolment.</p> <p>Many families need ongoing support to seek medical advice and assistance for their children. Staff will write to or phone medical practitioners to support families who need assistance explaining their child's needs.</p> <p>All preschool staff know how to access the first aid cupboard and are knowledgeable of the processes, Emergency medication, health care plans for children are developed and recorded as needed. Staff made aware of any changes to health care plans and the plans are brought to the attention of relief staff.</p> <p>Sunscreen is provided and children are encouraged to wear sun safe clothing in accordance with the site specific Sun smart Protection Procedure. Activities are modified if weather conditions are extreme.</p> <p>There is always someone on site with the appropriate level of: First Aid, Asthma and Anaphylaxis training certificates.</p> <p>Preschool staff are supported (financially and release time) to undertake a First Aid, Asthma and Anaphylaxis training certificates.</p> <p>List of staff first aid qualifications is listed on site HR profile and a list is displayed in the first aid cupboard.</p> <p>When medications are administered, 2 staff support the process & documentation occurs in carbon copy book. Additional staff support is sought from whole site admin as needed. Any medications required on site are stored safely as per their instructions.</p> <p>Educators support the cultural diversity of children and their dietary needs.</p>
	2.1.2	<p>Relaxation activities are incorporated into the daily program.</p> <p>Children's comfort and wellbeing needs are supported by staff in a positive, caring manner.</p> <p>The environment is set up to provide a range of spaces inside and out for quiet and rest times. Pillows and blankets are available to support children who use these to help comfort them during rest times.</p> <p>As part of daily routines, quiet time is encouraged using a Mindfulness approach.</p> <p>Children are explicitly taught routines to incorporate quiet time for all children. Staff model and participate in relaxation activities.</p> <p>Families are informed about any children who may fall asleep during preschool.</p>

2.1.3	<p>Safe behaviours (e.g. hygiene- washing hands, sun safety, moving and interacting safely) are explicitly taught to students, regularly reinforced and modelled by staff. The Preschool is cleaned daily by whole of site cleaners.</p> <p>Staff communicates directly with or use the cleaners communication book in regards to any areas of concern.</p> <p>CYH health screenings are provided termly & we access other programs e.g. Lift the Lip (dental).</p> <p>Additional health screenings are accessed for Aboriginal children, with a particular focus on hearing.</p> <p>Visual reinforcement of hand washing is displayed in toilet area. Hand soap and hand towels are adjacent to each sink and children are explicitly taught how to use them.</p> <p>As part of eating time routines staff and children wash their hands.</p> <p>Children are explicitly taught how to use tissues. Tissues are accessible by children and staff actively encourages them to use tissues as needed.</p> <p>Plastic gloves, wipes, antibacterial hand gel is supplied for first aid use and changing.</p> <p>Resources are cleaned termly and more often as needed.</p>
2.1.4	<p>Staff follow DECD policies in responding to infectious disease. Site based senior first aiders refer to the “You’ve Got What” policy and advise staff and community as required.</p> <p>First aid procedures are followed by all staff.</p> <p>Staff seek support and advice from site based senior first aiders and site based leaders in relation to injuries as needed.</p> <p>Injury forms ED155 are completed & lodged as needed.</p> <p>All administered first aid is recorded in a carbon copy book with a copy being put into communication pockets for parents. Conversations with families occur as well.</p>
Standard 2.2	Healthy eating and physical activity are embedded in the program for children.
2.2.1	<p>Staff sit with children at eating times to promote healthy and safe eating practices. A weekly shared fruit time gives children opportunities to try new healthy choices brought along by other children. The preschool always has spare fruit for children who haven’t brought a healthy snack.</p> <p>Children are encouraged to eat healthy options first and respectful conversations occur with families if there are ongoing concerns with the level of unhealthy food children are bringing to preschool.</p> <p>Families are asked to only provide water at preschool. Children have access to their water bottles all day,</p>

	<p>and have specific, supervised times when they are encouraged to drink. This is particularly emphasised in hot weather. Pura taps are available in the Early Years building and drink bottles are refilled as needed. Children without a drink bottle are provided with water in a drinking cup. Healthy snacks and lunches are encouraged and reinforced through the EYLF Wellbeing curriculum implemented.</p> <p>Healthy eating is embedded in the Preschool program, and posters and information sheets are displayed for families.</p> <p>Families are educated in “healthy preschool” lunches and snacks – visual aids have been developed to support non-English speaking families.</p>
2.2.2	<p>Physical activity is promoted and each day planned and spontaneous activities are provided.</p> <p>Gross motor skills are supported by intentional choices of equipment set up for outside play. These activities allow the children to challenge themselves or test their confidence, often with staff there for support. Covered areas provide protection for play to continue in wet weather as well as sun protection in summer. Spare hats are available.</p> <p>Fine motor skills are incorporated in a wide range of activities providing options for individual choice, capabilities and scope for improvement. Fine motor are also included in outside play as a sedentary/passive option.</p> <p>Organised events are part of the preschool program annually, including a Dance Program (instructed employed to run) and Preschool Sports Day – which is a modified version of the whole of site Sports Day.</p> <p>Whole of site facilities are accessed to provide a variety of physical experiences including: school oval, school gym, school playgrounds.</p> <p>The preschool access a wide range of sports equipment as needed available in the school gym.</p>
Standard 2.3	Each child is protected.
2.3.1	<p>Appropriate child 1:10 staff ratios are followed at all times.</p> <p>Staff inform each other verbally of their whereabouts when moving throughout the preschool setting e.g., taking a child to the toilet.</p> <p>Staff contact the whole of school admin team if they need additional adult support at any time, particularly in regards to support with toileting and changing. Changing process is documented and followed by staff.</p> <p>Additional staff is employed to ensure supervision of corridor and toilet area is adequate.</p>

	<p>A locked cupboard which is labelled holds any hazardous materials and is clearly labelled.</p> <p>Daily visual checks of the yard are conducted by staff and noted on a checklist.</p> <p>Hazard forms are located in the preschool in staff folder & submitted to the whole of site WHS rep as needed.</p> <p>Staff inform whole of staff admin team directly in regards to any urgent risks or hazards.</p>
2.3.2	<p>Every reasonable precaution is taken to protect children from harm with staff maintaining furniture, equipment, resources inside and being aware of the outside environment e.g. spraying the sandpit with sanitiser etc as needed, regular check and maintenance of climbing equipment, professional tree audit and bug spray inside and out as needed.</p> <p>Risk assessments are carried out for all excursions.</p> <p>Emergency procedures clearly displayed, including staff roles.</p> <p>Hot weather and wet weather policies are in place and implemented.</p> <p>Preschool is included in the annual school Work Health and Safety audit. Test and Tag of electrical equipment is completed annually by our groundsman.</p> <p>Children apply sunscreen every day after lunch and are encouraged to wear sun safe clothing in accordance to the sites specific Sun smart Protection Procedure.</p> <p>Outside equipment is checked daily and any issues logged on whole of site hazard processes. Any urgent issues are referred directly to site leadership.</p>
2.3.3	<p>Plans to manage incidents and emergencies include Evacuation/invacuation /lockdown procedures and are displayed in various areas within the preschool. The children are involved in regular practices held in conjunction with the school each term.</p> <p>Hazards and risks are recorded , assessed and actioned as per whole of site procedures.</p> <p>All staff are made aware of their WHS obligations as part of the beginning of year and induction processes.</p> <p>Preschool children are explicitly taught how to move safely as a group around the site.</p> <p>First aid is recorded in carbon copy book and communicated with families.</p> <p>First aid kits are always available, medicines are kept in locked first aid cupboard, and health care plans are displayed for all staff.</p>

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| 2.3.4 | <p>All staff members are aware of their responsibilities and are mandated reporters and trained in Responding to Abuse and Neglect with training updated every 3 years. Staff members are supported by the teacher or line manager, if they request it, when making a notification.</p> <p>Records of Mandatory Notifications are kept securely in Principal's office.</p> <p>Staff seek cultural advice from BSSOs & ACEOs to assist with discussions with families in regards to Child Protection.</p> <p>The Child Protection Curriculum is taught by trained staff throughout the year.</p> <p>Staff are aware of and sensitive to the traumas many of our children have or are experiencing and take this into consideration in the implementation of the Child Protection Curriculum.</p> <p>Staff are encouraged and supported to attend professional learning in regards to supporting children who have experienced trauma e.g. SMART training</p> |
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Key improvements sought for QA2

Element 2.3.1	Children are adequately supervised at all times.	
	Identified issue	The location of toilets is in the adjacent corridor. Staff unable to supervise children from main indoor or outdoor area. The Location of Nappy changing facilities is away from the main preschool area
Standard/element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	
	Identified issue	Some children are bringing unhealthy snacks & some families do not understand the nut-free policy
Standard/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.	
	Identified issue	The inside room is one big area, there is no capacity to have a separate space for a quiet space.

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
2.2.1	For children to be eating healthy food when at preschool.	M	<p>Sharing of information with families about the importance of packing healthy food options - through discussions, displays, newsletter.</p> <p>Staff encouraging and positively reinforcing healthy food choices with children.</p> <p>Weekly fruit sharing time.</p> <p>Cooking sessions with preschool students - healthy food options</p> <p>Use BSSOs to explain to parents healthy eating & nut-free policies.</p>	<p>Children all are bringing and eating healthy food at preschool.</p> <p>No nut products being bought to preschool by children.</p>	Term 1 focus - ongoing	
2.3.1	Staff can supervise all children adequately at all times	H	<p>additional staffing allocation of an extra adult appointed to ensure one adult is available to maintain supervision of toilet area - capital works program occurring to improve the facilities, including redesign the toilet areas – clear risk</p>	<p>Children are well supervised</p> <p>Facilities are upgraded</p>	Facilities upgrade to be completed in 2018	

			<p>assessments have been documented</p> <p>employment of additional staff & accessing support from whole of school admin team if a child needs to be changed. Risk assessments have been documented</p>			
2.1.2	Children have access to a quiet space as part of their preschool program	L	<p>Quiet times built into the daily routines</p> <p>Utilisation of the 2 spaces (indoor and outdoor)</p> <p>A facilities upgrade has been approved and will begin in tem 4 2017</p>	A quiet space is established through a facility upgrade.	Facilities upgrade to be completed in 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

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	Standard 3.1	The design and location of the premises is appropriate for the operation of a service.
	3.1.1	<p>Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose and well maintained. The indoor environment is clean, light and there are windows on both side that can be opened. Learning spaces provide for small groups, large groups and individual play. Spaces are flexible and promote dramatic play, active play, offer opportunities for quiet areas, promote creativity and imagination.</p> <p>The outdoor learning space is flexible in its design and it is fenced and safe. It is large and allows for plenty of protection from the sun with natural tree shade, a deck with a veranda and a shade cover over the sandpit. The sandpit is covered daily and is raked and sprayed with sanitiser as necessary. Approved impact absorbing material is spread beneath climbing equipment and this is topped up regularly to meet regulation standard of minimum 300m depth.</p> <p>Staff members immediately correct or document hazards, or near misses, on the appropriate report sheets to be actioned at school. WHS issues are discussed at team meetings as required.</p> <p>The preschool is sprayed annually to control bugs and has a regular tree audit. The school groundsman is responsible for the watering system, cutting the grass and is accessible for most general maintenance needs.</p> <p>Access to school facilities including library, gym, general purpose rooms, and ovals, provides additional opportunities for children.</p> <p>A separate space has been developed as the Preschool office, where all files are kept securely and staff</p>

	<p>can undertake administration tasks.</p> <p>Outdoor area is fenced with child safe gates. Entry to building has fencing with child safe gate.</p> <p>Currently we have some children in pull-ups, who can be managed in the preschool toilet area.</p> <p>Hydraulic change table it accessible is the Early Years building when required for changing children wearing nappies.</p> <p>Large window area facing outside provides natural light.</p>
3.1.2	<p>Weekly access to an ICT technician supports any digital learning and administration tasks.</p> <p>Furniture is the correct height for pre-schoolers and is spot cleaned daily by staff.</p> <p>A cleaner cleans the floors, table tops and bathrooms daily. It is thoroughly cleaned and the end of each term as part of the whole of site periodic cleaning schedule.</p> <p>Furniture is upgraded as needed.</p> <p>A shed provides safe and suitable storage for outdoor equipment.</p>
3.1.3	<p>The preschool outdoor and indoor facilities are utilised to be inclusive and engage every child. We have a ramp at the entrance, walk ways are kept clear and furniture.</p> <p>Different areas are created to provide a variety of play options – passive, energetic or creative, and inside activities can often be followed through outside – role play, dressing up, construction and painting.</p> <p>Age appropriate furniture is provided throughout the preschool.</p>
Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.
3.2.1	<p>The outdoor and indoor spaces are designed and organised to provide a variety of ways to engage every child. Children are given opportunities to select their own activities and resources under close supervision. Staff extend children’s interests and play by scaffolding with these resources, finding information and materials and giving opportunities for the play to continue on subsequent sessions. Educators plan a balanced range of activities outside to embrace all areas of the curriculum and ensure varying levels of physical competency are catered for. Intentional gross motor equipment is set up daily.</p> <p>We provide both natural and processed materials and resources for children to explore.</p> <p>The outdoor area has a combination of grass, bark, concrete and paved areas.</p> <p>We have resources for playgroup children, access to school resources if needed and share our resources</p>

	with the school when appropriate. Adequate space is available to store equipment safely in a shed and office.
3.2.2	<p>Our Preschool is well resourced with materials and equipment to cater for a broad range of children's' interests and developmental stages.</p> <p>The preschool room is set up to enable children to access resources, play areas, their belongings and equipment independently.</p> <p>Each child has their own locker, communication and hat pocket to help develop their skills in managing their belongings and to assist families and staff.</p> <p>Learning spaces are flexible and regularly re organised to stimulate children's' play.</p> <p>Older school children are helping source "natural" resources from around the whole of site and filling collection baskets for preschool.</p>
Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.
3.3.1	<p>Sustainable practices are embedded in the Preschool program and practice. The Preschool has a recyclable bin in order to raise awareness amongst children of their impact on the environment. The children's' bathroom has water control taps and all the centre toilets are dual flush. The automatic watering system operates early evening. Staff recycle water play onto the grass and garden beds to model water conservation with hand washing and water play.</p> <p>We contribute to the work and learning in the school fruit and vegetable garden.</p> <p>There are solar panels as part of the whole of site facilities.</p> <p>There is a rainwater tank attached with a pump in the shed that is plumbed to the vegetable garden.</p> <p>When the heating and cooling systems are operating doors are kept closed to conserve energy. Lights are switched off whenever practical.</p> <p>Access to the school grounds person for repairs and maintenance.</p>
3.3.2	<p>The children are supported to become environmentally responsible and show for the environment by being involved each day in maintaining the outdoor area by sweeping, planting, watering and litter collecting. Also by respecting the garden beds and plants as they play energetically in our grounds.</p> <p>Throughout the year we have visiting pets and special projects such as the Henny Penny program. We also observe the mini beasts in our garden and birdlife in our large trees.</p>



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Key improvements sought for QA3

Standard/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.	
	Identified issue	Seeking to increasing the diversity of natural materials provided for children to use and to increase the different types of materials available for loose parts play.
Standard/element 3.3.1	Sustainable practices are embedded in service operations.	
	Identified issue	Sustainable practices are not regularly embedded into daily practice.
Standard/element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose..	
	Identified issue	In the preschool area there is no appropriate place for food storage and preparation, no adult toilets, no nappy changing facility, no quiet are for resting, no administration area or place for private consultation with families. All these feature are provided with the school grounds but staff need to leave the preschool area to access them.

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
3.1.1	For the preschool area to include -area for food storage and preparation -administration/meeting area -staff toilets -suitable nappy changing facilities -area for quiet resting	H	Consultation with DECD to ensure all features are included in the facilities upgrade. Preschool to relocate (temporarily in term 4 2017 until new facilities completed). Staff to continue to access these facilities in the wider school environment until new facilities completed.	Upgraded facilities to include all of the features mentioned.	Facilities upgrade to be completed in 2018	
3.2.2	To increase the diversity of natural resources and loose parts equipment provided for children to use.	M	Observe children's use of natural resources in yard. Discuss with children different natural materials. Identify natural materials in the environment and how they could be used. Source different natural materials for children to use. Provide a variety of different loose parts equipment in different combinations for children to use. Models and encourage children to see the various uses for equipment.	Children using more natural resources and loose parts equipment in their play. Children are engaged for longer periods in outdoor creative play.	Term 2 focus - ongoing	
3.3.1	For children to learn about and participate in recycling practices.	M	Explicit teaching about different materials. Provision of multi coloured bins on preschool deck for	Children using recycling bins. Children able to identify the different materials items are made of.	Term 1 onwards	

			children to sort their rubbish at eating times. Taking food scraps to school garden for composting.			
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Quality Area 4: Staffing arrangements

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

Quality Area 4: Standards and elements

Standard 4.1	Staffing arrangements enhance children’s learning and development 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	Standard 4.1	Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing.
	4.1.1	<p>DECD staffing ratios are maintained at all times.</p> <p>As a category 1 preschool our ratio is 1:10.</p> <p>Staff timetables ensure that this ratio is maintained at all times.</p> <p>We exceed the ratio and have a lower adult to child ratio through the allocation of extra staffing.</p> <p>Across the week our preschool team consists of 1 Assistant Principal, 4 teachers (0.6 FTE), 6 SSOs</p> <p>Clear staff timetables outlining breaks, non – instruction time is displayed.</p> <p>Whole site ancillary policy prioritises preschool staffing in the instance where staff is absence.</p> <p>Staffing from within the whole of site can be used in unforeseeable circumstances to ensure the ratio is maintained at all times.</p> <p>Phone calls and inquires go through the front office school admin, so staff are not interrupted during preschool contact hours</p> <p>Relief staff are provided with information upon arrival and supported through the day. We utilise a small group of regular relief staff.</p>
	Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.
	4.2.1	<p>Preschool teachers plan together ensuring the individual needs of children are reviewed, learning plans are developed collaboratively, and our practise and procedure are reviewed.</p> <p>All staff has a professional development plan and regular meetings with their line manager.</p> <p>All preschool educators are familiar with and follow the agreed structure of each session to ensure a calm, positive and effective atmosphere is maintained for all children.</p> <p>Preschool staff work collaboratively to meet the socio-emotional needs of individual children and the bigger group.</p> <p>Preschool staff conduct themselves in a professional manner and work honourably with families.</p>
	4.2.2	<p>Staff work well as a team both when working with students and dealing with organisational and administration factors.</p> <p>All staff has individual timetables and the weekly planning sheet indicating roles throughout the day. Each morning most staff have common preparation/organisational time before students arrive, which also provides opportunities for discussions and clear communication between staff.</p> <p>Administrative time for staff is planned for and occurs outside of contact hours with students.</p> <p>The preschool staff team have well developed professional relationships with each other.</p> <p>All staff is clear about their roles and responsibilities with the set up and pack each day.</p> <p>Weekly preschool team meetings are embedded in the whole of site meeting schedule.</p> <p>All staff is supportive of each other and is aware of each other’s strengths and work as a highly functional team.</p> <p>The staff culture is one of authentic collaboration; staff are flexible and responsive in their support of each other, children and families daily.</p>

	Staff access additional supported from whole of school leadership and staff as needed, whole of site staff are supportive and responsive to preschool needs as required
4.2.3	<p>Staff recognise and acknowledge each other's strengths and utilise these in the preschool.</p> <p>Our preschool staff is diverse – comprising of both male and female staff from a variety of cultural backgrounds. All preschool staff presents themselves in a professional manner and interact with each other in a respectful way. Staff know each other's skills and strengths and draw upon each other daily.</p> <p>Where possible regular casual staff are utilised to backfill when necessary, this enables relief staff to be part of our preschool team.</p> <p>Many of our families are Bhutanese -Nepali speaking and this has been a growing cohort in our community over the past 3 years. Therefore we have been able to employ as one of our preschool SSOs an employee of the same cultural-linguistic background. Staff draw upon the cultural-linguistic knowledge and are developing their cultural competencies.</p> <p>All staff have access to opportunities to develop their knowledge of different cultures and child rearing practices through Professional Learning Options that BSSOs facilitate for our whole of site staff.</p>

Key improvements sought for QA4

Standard/element 4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.	
	Identified issue	The preschool staff team has grown considerably (currently 12 staff - 1 Assistant Principal, 4 part time teachers, 5 SSOs, 2 BSSOs) and new leadership structure/line management is place. Issue is to ensure all staff are inducted properly, have the opportunity to actively contribute to the program, all staff are clear about their roles and responsibilities in the preschool team. We are building relationships and continue to learn about each other's values, strengths and skills. developing are structures and practices to enable all staff to contribute to the preschool program.
Standard/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.	
	Identified issue	To ensure all teaching staff are accessing professional development in the areas of Literacy and Numeracy Learning in the Early Years. A particular focus is for staff to become more confident and skilled in incorporating the DECD literacy and numeracy indicators in their planning, assessment and reporting.

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
4.2.3	For staff to understand their role and responsibilities within the preschool team	H	<p>Ongoing communication between staff members through use of communication book, emails, conversations, and meetings.</p> <p>Clear line management structure and written job descriptions.</p> <p>Preschool team meetings (5 per term).</p> <p>Induction process for new staff</p> <p>Roster and timetables clearly displayed.</p>	<p>Staff have clear understanding of their roles and responsibilities</p> <p>Mutual respect and support for all staff members.</p> <p>Effective use of staff members skills and knowledge.</p> <p>Common agreements about values and practices in preschool.</p>	Major focus in term 1 and at the beginning of each term .	
4.2.2	To develop the skills of all staff, especially in relation to the priority of literacy and numeracy	M	Utilise student free days/Team meetings to incorporate professional development that is targeted to learning about the DECD Literacy & Numeracy Indicators	Staff are confident in their skills and knowledge in supporting the development of Literacy and numeracy in children.	December 2017	

			Supporting and encouraging staff to engage in external T & D and share the information and skills with other staff in the preschool.			
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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	Standard 5.1	Respectful and equitable relationships are developed and maintained with each child.
	5.1.1	<p>Staff interact with children in a warm and caring nature that build positive relationships with students and families.</p> <p>Children tend to make stronger connections with different staff members, based on a range of gender and cultural influences.</p> <p>All staff work tirelessly to develop relationships with all children.</p> <p>Staff with strong relationships with particular children support them when distressed.</p> <p>Staff timetables have been developed to provide a consistency of educators for children.</p>

	Staff know how to balance stepping in and supporting children and when to step back and observe.
5.1.2	<p>Staff use language that is accessible to children based on their language development and language that supports the development of language</p> <p>Conversations with children support their play and assists in gaining an insight in children's interests, likes and dislikes.</p> <p>Bilingual staff are employed to support communication and sense of belonging for EALD students and families</p> <p>The learning program is differentiated and open ended to enable all students to engage at their developmental level.</p> <p>Children are given many opportunities to choose their learning experiences.</p>
5.1.3	<p>Preschool support (additional funding) is accessed to help support children with identified additional needs. When appropriate individual programs are established for identified students.</p> <p>To enhance a sense of belonging, each child has their name and photo on display. Children also have their name on locker spaces and hat pockets.</p> <p>A balance of male and female staff is employed within the preschool staffing profile.</p> <p>Staff get down to children's level to foster connection.</p> <p>Separation support is handled sensitively and in close collaboration with families.</p> <p>Children's voice is included in programming through dedicated time in planning meetings to discussing children's interests and reflection time with students.</p>
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.
5.2.1	<p>Explicit teaching of social skills based upon the school values and preschool philosophy.</p> <p>Opportunities for small group, large group and individual interactions are planned for every day.</p> <p>Educators support children to engage in play activities and respectfully invite other children to join.</p> <p>Children are supported to communicate with other children in respectful safe ways.</p> <p>Staff models the discourse of collaboration.</p> <p>Children who need extra support in developing relationships with other children are carefully supported by staff, the needs of these children is reflected in the programing.</p> <p>Session time allocation takes into consideration existing friendships, language needs and family connections.</p>
5.2.2	Clear learning and behavioural expectation are constructed with children and continually reinforced by all staff using common language and approaches.



	Children with minimal English are supported through explicit teaching of preschool expectations and routines. Children are provided with sensitive support and guidance as needed.
5.2.3	All staff respect the diversity of the community and engages in respectful relationships with families. Toileting support is provided in a sensitive and discreet manner. Where possible children are guided and supported through the process of changing themselves.

Key improvements sought for QA5

Standard/element 5.2.1 Each child is supported to work with, learn from and help others through collaborative learning opportunities.

Identified issue Require additional support to help engage and work with some children who have special needs, many of whom have not yet been assessed or their needs are undiagnosed. High numbers of children with speech and language difficulties.

Standard/element 5.1.3 Each child is supported to feel secure, confident and included.

Identified issue With large numbers of children attending the preschool and many staff in each group need to ensure that each individual child's needs, interest and abilities are being considered and catered for.



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
5.2.1	For children with additional learning needs to be effectively supported in the preschool program.	M	<p>Refer and collaborate with regional support services to arrange assessments of students needs and where appropriate apply for additional support funding.</p> <p>Implementing strategies to engage and support children with learning, language and behavioural needs (e.g. visual timetables, speech and language programs).</p> <p>Implementing individual student support plans.</p> <p>Work collaboratively with external providers (e.g. Novita, DCP) in supporting students with additional needs.</p>	<p>Children who are identified with special needs have relevant assessments and support plans in place.</p> <p>Increased engagement in preschool program by students with special needs.</p> <p>Improved speech and language skills in identified children.</p>	Major focus term 1 – ongoing. Termly reviews with regional support services.	
5.1.3	Each individual child to have a primary educator to plan for their needs, interest and abilities.	H	<p>Each child to be allocated a primary teacher who will oversee the child's planning and assessment, reporting.</p> <p>All children on PSS have</p>	<p>Evidence of each child's interest, needs and skills clearly documented and reflected in the cycle of planning.</p> <p>Strong relationships</p>	<p>Ongoing work</p> <p>Term 1 – Week 2 -Allocation of primary educators to children. Week 5 – Allocation of</p>	



			<p>identified educator/s who will provide this support.</p> <p>Each child has a ILP, assessment folder, Portfolio folder.</p> <p>Parent meetings all carried out by their primary educator.</p>	<p>between primary educator/family/child.</p> <p>Each child has portfolio folder and assessment folder with information about their learning, interest and progress.</p> <p>Each child develops strong relationship with an educator and in successfully engaging in the preschool program at their level.</p> <p>All children who require additional support are identified and relevant referrals are made.</p>	<p>educators for PSS Week 11 – All children with PPS have Support plans written.</p> <p>Term 2 1:1 Parent/educator meetings held</p> <p>Term 4 – Statement of Learning summarising progress written and shared with families.</p>	
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Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

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	Standard 6.1	Respectful and supportive relationships with families are developed and maintained.
	6.1.1	<p>Families are given 1:1 time with staff at enrolment meetings. Staff is well versed in having a respectful dialogue with families about their child. Important information about the family and child's socio-cultural and linguistic backgrounds is gathered. Important information about the family's literacy skills in English (and other languages as relevant) is assessed and informs decisions about future communication avenues for each family.</p> <p>Clear information is given to families about the preschool and the services it offers. Staff assesses the family's prior experiences with preschool or school settings, both in and outside of Australia. Often for families preschool is the first time they are engaging with a formal education setting and developing a sense of trust and mutual respect is fundamental during our first initial meetings with families.</p> <p>When possible bilingual staff assist families who do not speak English in the enrolment process. When this is not possible staff with significant experience supporting non-English speaking families work through the enrolment process, access to the phone interpreting service is utilised if needed.</p> <p>All appropriate information in regards to enrolment is entered in the DECD generated Early Years System.</p> <p>Orientation visit and parent information morning occurs and known preschool children for the following year are invited.</p>
	6.1.2	<p>Preschool families are represented on whole of site Governing Council. The school supports all volunteers through the process of obtaining a DCIS clearance.</p> <p>Annually and at point of need volunteers access Responding to Abuse and Neglect Training facilitated by school based leaders. BSSOs support is provided directly to the preschool & preschool staff have access to school based BSSOs at point of need.</p>

	<p>In 2017, our Bhutanese – Nepali speaking families represent a significant cohort of children enrolled in preschool, one of our support staff is from the same cultural-linguistic background and is able to work with the families to seek feedback and ideas for our preschool.</p> <p>Bilingual staff are employed to work in the preschool, to support children and assist to communicating with families.</p> <p>The whole of site Aboriginal Community Education Officer connects with families of Indigenous children and supports families when needed. One of our SSOs is of Aboriginal background.</p> <p>Informal and formal opportunities for families to meet with preschool staff are provided.</p> <p>Annually parent opinion surveys sent out to families.</p>
6.1.3	<p>Principal and Assistant Principal (Early Years) work within the school community to communicate and inform families of young children about when they will be preschool eligible.</p> <p>A range of mediums with a strong emphasis on visual are used to provide information to families.</p> <p>Policies are available in a policy folder</p> <p>Visual displays of children learning are continually updated.</p> <p>Regular newsletters are sent home to families sharing the learning program, upcoming events, and other preschool information.</p>
Standard 6.2	Families are supported in their parenting role and their values and beliefs about childrearing are respected.
6.2.1	<p>Families are valued as integral partners in education. Each family is respected as individual and over the course of the preschool year the relationships between families and staff evolve.</p> <p>Staff take time to talk and listen to families. Knowledge about families is respectfully shared across the school and preschool as appropriate</p> <p>Everyday intentional discussions with families about children’s progress, achievements, interest and needs are had.</p> <p>Knowledge about families and their child rearing beliefs is continually developed as the relationship with each family deepens.</p> <p>Staff are supported to develop their cultural awareness and have access to a range of BSSOs.</p> <p>Whole of site professional learning in regards to child rearing and cultural awareness is part of Professional Learning Options available to staff.</p> <p>Bi-lingual support offices and Aboriginal community officers are utilised to give and receive information about children.</p> <p>Families newly arrived to Australia are supported in their learning about Australian Preschools.</p> <p>Families are invited to open morning, concerts, excursions and special events. The end of year Graduation and mini concert is a highlight and the school gym is used as so many families and friends attend.</p> <p>Volunteer’s policy and process is set up to encourage family and community members to be involved with preschool.</p>
6.2.2	<p>Access to community information is provided in notice board/locker area.</p> <p>Whole of site newsletters are sent home fortnightly – preschool specific newsletters are sent home 2x a term.</p>

	<p>Whole of site newsletters contain information about community events and services. There is a notice board outside the Early Years block that displays school and community notices.</p> <p>Connections are made with 2 local children’s centres and services recommended and advertised as relevant.</p> <p>iMovies are made and shared about special events that have occurred in preschool and shared at open mornings/afternoons, the success of these has been evident in the high number of families and extended families attending.</p> <p>Pin up boards display information about the service to families.</p> <p>The Early Years Assistant Principal has worked in the school for 12 years, Lead teacher for 10 years and three of the SSOs live locally and all are able to provide extensive local knowledge and expertise to families about the services in the area.</p> <p>Support from the school counsellors is sought as needed. This may include staff accessing information about a service or supporting a family. At times some of our families have crisis in their lives and the preschool and school is the place they feel most supported. We have supported families through connections with; The Gateway (homelessness support), Northern Domestic Violence Services – there are several DV housing located within a short distance from the site. These families are often transient and sometimes need short term access to preschool, dependant on the length of time they have housing. Supporting these vulnerable children by providing quick access to preschool is an important part of our work.</p>
<p>Standard 6.3</p>	<p>The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing.</p>
<p>6.3.1</p>	<p>Preschool staff access and have strong relationships with DECD regional support services, and other health care professional (e.g. CYHS, Novita,).</p> <p>Staff work with the Child Development Centre (CDU) & NDIS providers to support children with individualised needs.</p> <p>Staff support families with information about outside services upon identified need. (this need is identified by either families and staff)</p> <p>Additional Speech Therapist time is bought in to support preschool children, the focus of this additional resource is; initially to help identify and assess at risk children, develop individual, small group and large group programs in response to the data and then to mentor staff in implementing these programs.</p> <p>Principal and school based Aboriginal Community Education Officer spends time regularly in the preschool to develop connections with children and families.</p> <p>CAFH health checks occur termly. Families are supported in accessing additional services in response to screenings.</p> <p>We have made connections with One Sight optometrists, who will sponsor any children requiring glasses, families are provided with vouchers and support to access follow up optometrist appointments.</p> <p>Whole of site Pastoral Care Worker is available to support families.</p> <p>Through DECD Partnership model, principal and Early Years AP connects regularly with 2 Directors of Children’s Centres located nearby and relevant information is shared with staff and families.</p>
<p>6.3.2</p>	<p>Transition visits to school during term 4 are supported by preschool staff and school staff. Children have visits to</p>

	<p>school based classrooms and reception teachers have visits to the preschool. Preschool staff assist in the process of class allocation and both preschool and school staff are supported to have conversations in relation to children. Some support staff work across both the preschool and school and are intentionally allocated to reception classes in the beginning of the year to assist with continuity of learning. Children transitioning to other schools are supported as needed. E.g. if a child has special needs a transition meeting between all stakeholders is conducted. Preschool staff are released to support children who need additional support with transition. This can include a BSSOs supporting the school enrolment meeting or preschool staff attending some transition visits with identified children. Statement of Learning for each child is utilised as a valuable source of information by school staff. School staff seek additional information and support from preschool staff as required</p>
6.3.3	<p>For many of our families preschool can be the first time that areas of concern are identified for their children. Staff in collaboration with families and support agencies organise preschool support for children with additional needs. GOM & Indigenous children are supported with early entry and individualised learning programs Support is accessed as needed from agencies as per the needs of children. We regularly work with DCP as we have a number of children under the Guardianship accessing our service. Assisting families with referrals and providing information to the Child Development Unit (CDU) occurs frequently. The Early Years AP is highly experienced in managing referrals and liaising with agencies, administration time is allocated to enable this important work.</p>
6.3.4	<p>Children and staff conduct walks around the local area and learn about some aspects of our community; e.g. visiting the local post office to post letters (back to themselves at preschool) the local post office helps us facilitate this. As part of the preschool program throughout the year, visits to preschool by SAPOL, Metropolitan Fire Service, Ambulance Service is sourced and reflected in planned activities. E.g. Home corner becomes a hospital</p>

Key improvements sought for QA6

Standard/element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and well being.
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Identified issue	Low participation of families in decision making. Families not taking up the opportunities provided for giving feedback and involvement in decision making. Low literacy skills and minimal English spoken by some families is a barrier. Families perception of their role in education decision making is limited. In many other countries parents do not have a voice in schools.
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Standard/element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
Identified issue	Low participation of families in the preschool across all aspects of our operations (e.g. Governing Council, volunteering). Need to provide more encouragement and opportunities for families to be involved in ways that are inclusive and supportive of the families.

Improvement plans

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
6.2.1	For families to provide feedback and suggestions about the preschool and the learning program.	M	Using the BSSOs to communicate with EALD families. Employment of Indigenous workers to provide cultural support to Aboriginal families. Providing a range of opportunities for feedback/suggestions in both written and verbal forms in formal and informal ways. Including Open nights/days, surveys, informal discussions, questionnaires, meetings. Newsletters/displays with high visual content to share learning program and preschool news.	Increased communication with families. Increased feedback/suggestions from families. Comments from families about learning program in response to newsletters/displays. Parents on school Governing Council	Term 1- feedback sheets/box Term 2 – open morning, 1:1 family meetings. Term 3 –feedback sheet/box Term 4 – DECD surveys Photo based newsletters once a term, visual displays updated on ongoing basis.	

			Encourage preschool families to be on school Governing Council.			
6.1.2	For families to be more involve in preschool events and activities.	L	<p>Communicating about events using BSSOs, AECO.</p> <p>Communicating through both verbal and written forms.</p> <p>Providing small opportunities for families to be involved (e.g. cutting fruit, helping with special events).</p> <p>Inviting families to whole school and preschool events.</p> <p>Connecting with families about what skills they have that can be utilised or shared in the preschool.</p>	<p>Increase attendance by families at special events.</p> <p>Increase in numbers of families being involved in preschool activities (e.g. cooking, Bunnings workshops).</p> <p>Families contributing to preschool program in variety of ways.</p>	<p>Ongoing</p> <p>Target 'event' each term</p> <p>Term 1 – Open afternoon</p> <p>Term 2 – Concert/open morning</p> <p>Term 3 – Tri Skills sessions</p> <p>Term 4 – concerts/graduation & excursion.</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	Standard 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.
	7.1.1	<p>An Early Years Assistant Principal is appointed to oversee the policies, procedures, curriculum directions, and budgets. Early Years AP works collaboratively with school principal to manage staffing, finance and facilities.</p> <p>Authentic governance for our preschool needs to take into consideration the context of our community to ensure a range of family voices is heard.</p> <p>In 2016 two parents of preschool children on our School Governing Council, every year we actively encourage and support parents of our preschool children to nominate for Governing Council to ensure representation.</p> <p>All member of Governing Council are annually educated in the code of conduct, roles and responsibilities of Governing Council members. The Governing Council chair and the Principal conduct this training and induction as part of the first 2 Governing Council meetings and ongoing as needed each year.</p> <p>Governing Council folders are located in the front office area of the school and minutes are kept of all meetings.</p> <p>Photos of our preschool parents on Governing Council are displayed in the preschool to help easily identify them to other families.</p> <p>A grievance policy specific to the preschool has been developed and is accessible to families. BSSOs are accessed to interpret the process to families who do not read English, where possible upon enrolment or ongoing throughout the year and at point of need.</p> <p>Parent complaint policy is accessible.</p> <p>Information re nominated supervisor for each day is displayed.</p>
	7.1.2	<p>Preschool teachers receive mentoring and support from Early Years AP and other Preschools in the local Partnership.</p> <p>The school has an induction policy in place overseen by the Deputy Principal. All new staff undertake induction. Relief educators receive initial induction as part of the sign in procedures. Continual induction and support occurs throughout their time at the preschool at point of need, dependant on their role and length of time at the preschool.</p> <p>Educators are strongly encouraged to undertake the new DECD code of conduct familiarisation training. As part of the whole site Professional Learning Options, site based sessions are being held throughout 2016 to support this.</p>
	7.1.3	<p>The preschool has a permanent teacher appointed. Support staff have been consistently appointed to the preschool over the past 3 years. Some staff are appointed across the 3 school sites of Preschool, School and Intensive English Program, in</p>

	<p>particular BSSOs, this provides a continuity of relationships with families and assists with transition points. Timetables are developed to provide consistency of educators across the 2 groups of children. Preschool educators have team meetings to share knowledge and information about children and families.</p>
7.1.4	<p>An Early Years AP with many year experience teaching in the preschool is appointed to manage the development and review of policies and processes, too provide mentoring and support to other educators.</p> <p>The lead teacher is a step 9 teacher with many years' experience teaching in preschool and Junior Primary settings. The Principal has a background in Early Years learning and curriculum leadership and provides additional support and mentoring to educators.</p> <p>Preschool educators access an individualised Professional Learning Program with an intentional focus on the needs of the educators. This is achieved through the whole school Professional Learning Options model. Staff has access to a range of Professional Learning Opportunities through the school and are also supported to access outside opportunities as well. The preschool staff access team learning through the engagement of outside experts; including the Gowrie Centre, Autism SA, Speech pathologists, Nature Play Australia.</p> <p>Preschool staff has a schedule of weekly team meetings to work together, this is built into the whole of site meeting schedule. The Early Years AP is an active participant in the of the preschool term meetings.</p> <p>The principal and Early Years AP have weekly meeting to discuss site management issues (including preschool)</p>
7.1.5	<p>All teaching staff have a 4 year Bachelor Degree.</p> <p>As part of whole of site practices records of relevant history checks and Responding to abuse and neglect training are kept as per DECD requirements. Records are signed and dated by the principal and kept in the administration area of the site. Staff qualification records are managed through DECD HR management system. The principal and finance officer update records as required.</p> <p>Staff keep Professional Learning Journals as part of the site's Performance Development processes.</p>
Standard 7.2	There is a commitment to continuous improvement.
7.2.1	<p>Ongoing data is collected about children's learning and progress (e.g. literacy and numeracy indicators, language audits, observations) and used as a basis for future planning.</p> <p>Educational curriculum is displayed for all staff and families to access.</p> <p>The site's philosophy statement is developed from information gathered from staff and families. Annually all preschool educators meet with the Early Years AP to review and reflect upon the QIP. Information from annual preschool based surveys is also used to refine the philosophy statement. The philosophy statement is displayed in the preschool</p>
7.2.2	<p>An ongoing performance development process is in place in which individual staff have termly meetings with line manger to discuss and set professional learning goals, identify professional development priorities, and enables the provision of ongoing feedback.</p> <p>All educators have an allocated line manager to support them to develop an individual professional learning plan. Most of the preschool educators are line managed by the same member of site leadership (Early Years AP) to develop consistency of the</p>

	<p>preschool team. Teachers in the preschool engage in regular observations of their practise and develop an individualised Teacher Improvement Plan.</p> <p>Educators access professional learning through whole of site opportunities, preschool staff only sessions and opportunities for individualised professional learning based on each educator's needs and their roles and responsibility within the preschool. E.g. at the end of 2015 non-teacher educators identified "Autism" as an area of need, in 2016 the site will be employing the services of Autism SA to provide training and development to staff.</p> <p>The site employs a Speech Pathologist for a ½ a day a week to support educators in the Early Years. The Speech Pathologist mentors staff in the areas of Phonological Awareness and Oral Language Development.</p> <p>Staff supporting children with specific Speech & Language Programs will receive additional mentoring and coaching from the Speech Pathologist.</p> <p>Preschool staff are aware and clear about their roles and responsibilities. This is developed and refined through regular team meetings.</p>
7.2.3	<p>The leadership of our centre actively support and encourages a culture of continuous reflection and improvement.</p> <p>As our preschool families have a range of literacy levels, this is a combination of English as a Second Language families and English speaking families with low literacy levels it is crucial that we contextual the ways we access the voices of our families and children. Through the effective relationships preschool staff develop with families we constantly seek and receive informal feedback from our preschool community.</p> <p>Our current context of families means that "formalised written" processes would not be accessible to the majority of our families and therefore we intentionally only use this medium of feedback sparingly.</p> <p>Our more formalised review process are: an annually the preschool site participate in a review process with the Principal. Annual parent/family survey is sent home. Where possible we access BSSOs to help conduct the survey with EALD families.</p>
Standard 7.3	Administrative systems enable the effective management of a quality service.
7.3.1	<p>Records are kept securely in the school/preschool office. Student records are regularly updated. Specific time is allocated for preschool administration by preschool staff. Preschool records are archived in accordance with legislation.</p> <p>All children files are kept in the preschool office which is locked and only accessible to authorised staff.</p> <p>Each child has their own file in which all relevant documentation is kept.</p> <p>Upon transfer to a Primary School or another preschool setting, all appropriate documentation is forwarded on securely.</p> <p>Any mandatory notifications made in regards to children are kept in a secure location in the Principal's office.</p> <p>Medical plans for children are accessible to staff, but kept confidential.</p> <p>The site uses a carbon copy medication/first aid log in line with the whole site system.</p>
7.3.2	<p>Preschool has its own office space within the Early Years building.</p> <p>Data is entered into the Early Years DECD system regularly through allocated administrative time.</p> <p>Children are also entered into the whole of site EDSAS system.</p> <p>Due to the many of families not being able to access web based information with any regularity, this is mainly due to lack of reliable access due to poverty or lack of skills in reading English, at this stage we have not engaged in web based communication systems for families.</p> <p>Attendance of children is managed through our sign in and out processes that are then entered into our system electronically.</p>

	<p>Weekly whole of site communication bulletin is emailed to all staff and on display in designated areas.</p> <p>Internal intranet is accessible to all staff on all site computers.</p> <p>Policies and processes are available in a written form in the preschool environment as well as accessible to staff via a whole of site “shared computer drive”</p>
7.3.3	<p>Whole of site leaders oversee all aspects of compliance in regards to staffing and volunteers.</p> <p>School counsellor conducts induction and RAN training for volunteers annually and at point of need.</p>
7.3.4	<p>The whole of site has grievance and complaint processes in place for all stakeholders.</p> <p>The highly effective relationships educators develop with our families have been key to our ability to work through any concerns and issues without the need to enact any formal processes. Clear processes in place if we are unable to work through an issue in the first instance.</p>
7.3.5	<p>Preschool parents are encouraged to be members of the Elizabeth Vale School Governing council.</p> <p>Parents are regularly informed of preschool learning program, and events through written and verbal communication.</p> <p>The whole of site policies: many preschool specific processes and policies are developed, when whole site ones don't meet the needs of the preschool.</p> <p>Policies are developed through consultation with system regulations, site needs, staff and Governing Council input.</p> <p>As part of the preschool staff team annual review policies and process are reviewed and updated as needed.</p> <p>A point of need system for review exists, to ensure that if at any stage a process or policy needs updating to meet changing needs of our preschool, this becomes automatic business and a review and refinement is undertaken. E.g. if a new child is enrolled with an egg allergy, we update our Nutrition policy accordingly.</p> <p>Excursion requests are managed by a nominated preschool teacher, who submits an application to conduct an excursion to the Principal along with a Risk Assessment. Excursions are then approved by the Principal in consultation with the leadership team.</p> <p>All children are signed in and out daily by an authorised adult carer.</p> <p>The whole of site emergency procedures incorporate the preschool.</p>

Key improvements sought for QA7

Standard/element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.
Identified issue	Preschool policies and procedures need to be routinely reviewed and updates as required.
Standard/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
Identified issue	Record management, especially archiving needs more formal management and needs to be aligned with DECD policy
Standard/element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
Identified issue	Whole of site website does not have preschool specific information that is easy to locate

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
7.3.5	Develop schedule to routinely update preschool policies and procedures	L	Preschool & site leadership to work together to review and construct polices and schedules. Governing Council and family feedback is sought in regards to polices. 2017 Appointed Early Years AP to undertake such administrative tasks.	Whole of site polices are inclusive of preschool where appropriate and preschool specific polices and processes are written and reviewed as needed.	Schedules developed term 2 2017 Ongoing work	

7.3.1	Preschool records are kept and archived appropriately.	M	<p>Administration staff is trained in archive management.</p> <p>Designated space and appropriate archive boxes are sourced.</p> <p>Relevant preschool staff are inducted in records management at a level appropriate to their work.</p>	<p>Preschool records are kept in an organised, safe, secure manner.</p> <p>Annually records are archived as per DECD procedures.</p>	Ongoing 2016-2017	
7.3.2	For the school website to contain relevant information for families about our preschool.	L	Information for families is added to school website in preschool 'tab'.	Website has preschool specific tab providing preschool specific information.	Term 2 2017	