

# Quality Improvement Plan 2018

## St Agnes Preschool

Updated February 2018



Australian Children's  
Education & Care  
Quality Authority

# The National Quality Standard and Quality Improvement

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

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

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

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

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

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

## Service details

<b>Service name</b>		<b>Service approval number</b>	
St Agnes Preschool		SE-0001009	
		Assessment and Rating id ASR-00018080	
<b>Primary contacts at service</b>			
<b>Hayley Clark</b>			
<b>Amie Burnell</b>			
<b>Physical location of service</b>		<b>Physical location contact details</b>	
Street	<b>250 Smart Road</b>	Telephone	<b>82638725</b>
Suburb	<b>St Agnes</b>	Mobile	
State/territory	<b>SA</b>	Fax	<b>83961716</b>
Postcode	<b>5116</b>	Email	
<b>Approved Provider</b>		<b>Nominated Supervisor</b>	
Primary contact	<b>Leanne Trewartha</b>	Name	<b>Leanne Trewartha</b>
Telephone	<b>82633541</b>	Telephone	<b>82633541</b>
Mobile		Mobile	
Fax	<b>83961716</b>	Fax	<b>83961716</b>
Email	<b>Leanne.Trewartha414@schools.sa.edu.au</b>	Email	<b>Leanne.Trewartha414@schools.sa.edu.au</b>
<b>Postal address (if different to physical location of service)</b>			
Street		State/territory	
Suburb		Postcode	

## Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

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

Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8.50	8.50	8.50	8.50			
Closing time	15.00	15.00	15.00	15.00			

## Additional information about your service

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

Dates:

Term 1 29/1/18-13/4/18

Term 2 30/4/18-6/7/18

Term 3 23/7/18-28/9/18

Term 4 15/10-14/12/18

How are the children grouped at your service?

Two groups –

1. Monday/Tuesday Full day

2. Wednesday/Thursday Full day

Note: Children also attend a half day session AM or PM

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

Amie Burnell Teacher

Hayley Clark Teacher

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

No. of educators:

## Service statement of philosophy

Please insert your service's statement of philosophy here.

### Philosophy

The educators at St. Agnes Preschool believe:

Each child is a unique individual, with particular talents, interests, strengths and needs.

Families and educators work together in partnership to support children's learning.

Children's learning is holistic-physical, social, emotional, spiritual, creative and cognitive aspects of learning are all interwoven.

Children are active participants, contributors and decision makers in their own learning and have the opportunity to learn through play, intentional teaching and spontaneous experiences.

In promoting children's learning through worthwhile and challenging experiences and interactions that foster high-level thinking skills and plan opportunities for intentional teaching and knowledge-building

Developing secure, trustful relationships support children's wellbeing in developing confidence, risk taking and resilience.

Diversity contributes to the richness of our society. Each child is an individual, member of a family, member of preschool and wider community and all of these experiences and cultures are valued and respected.

Learning environments support different learning styles, exploration, interactions, discovery and collaboration.

It is their professional responsibility to build their professional knowledge and critically reflect on their practice and what is happening in their setting– a cycle of review to inform and improve children's experiences and learning.

## Quality Area 1: Educational program and practice

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

### Quality Area 1: Standards and elements

<b>Standard 1.1</b>	<b>The educational program enhances each child’s learning and development.</b>	
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.
<b>Standard 1.2</b>	<b>Educators facilitate and extend each child’s learning and development.</b>	
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world.
<b>Standard 1.3</b>	<b>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</b>	
Assessment and planning cycle	Element 1.3.1	Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.

Information for families	Element 1.3.3	Families are informed about the program and their child's progress.
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## Quality Area 1: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.2.3	section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)
1.1.1	section 168(1)(a)-(b)	Program designed for each child
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	section 168(1)(c)-(d)	Program designed for each child
1.1.1, 1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	regulation 73	Educational program
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
1.3.1, 1.3.3	regulation 75	Information about the educational program to be kept available
1.3.3	regulation 76	Information about educational program to be given to parents
1.3.3	regulation 111	Administrative Space
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 155	Interactions with children
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 156	Relationships in groups





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

# Quality Improvement Plan for Quality Area 1

## Summary of strengths for Quality Area 1

### Strengths

**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.**

**Programming is based on the Early Years Learning Framework and the children's interests, needs, wonderings and ideas. Educators continually wonder, question and reflect on children's learning to improve learning for all children.**

The Early Years Learning Framework (EYLF) is reflected in programs, term overviews, assessment and reporting processes (formative, ILP's, NEP's, summative and annotated photographs/learning stories) it includes Principles, Practices and Learning Outcomes. EYLF guides our planning on specific topics e.g. environment, relationships, community, safety, indigenous and cultural studies and Australia. Families are encouraged to respond to these programs adding their own input via information about inquiry topic, whiteboard feedback area and discussions.

Each Term educators plan a Term Overview identifying goals for children and educators in each Learning Outcome from reflections and observations. The weekly program is displayed on whiteboard and Term Program on Learning Wall. The program is flexible to include children's interests and spontaneous opportunities. From observations and reflection, educators add to "Emergent Curriculum" on weekly program. Educators use a sticky note format as a way to document the learning of individuals, interests, spontaneous play, extending the learning, ideas, and reflections (added to QIP). This process is documented to support consistency across educators. Educator's reflections, children's observations and spontaneous experiences noted are also brought to planning meeting. At the end of Term1, we will reflect on the effectiveness of this documentation.

Educators are willing to trial, experiment and review educational program and practice-ongoing process. We are always looking for and open to "The next best answer".

Children make independent choices and are involved in decision making in a range of experiences and routines and confidently explore and engage in their environment.

We use a "Thinking Talking" Floor book to record children's thinking in Inquiry topics, social skills, ideas, making decisions and there is also a Children's Reflection/Ideas book. At end of the day, photos are shown of learning and children have an opportunity to tell their stories and discuss their learning. We have changed our wording from "What did you do today?" to "What have you learned today?". Further ideas can develop from these reflections. We also select two children to offer suggestions following on from group discussion on what to do next week and names are recorded so all children have an opportunity to use their voice. These are recorded in following week's program.

During morning group time discussions are initiated by children on what they would like to do that day. Educators support their choices.

Children choose pieces of work and/or take photos to place in learning folders or decide how they will show their learning e.g. folder, learning wall, picture frame. Included in the program are community events, special days within school and preschool environment, excursions, incursions, and cultural days.

Individuals and groups of children are observed and areas of interest and challenges are noted as a "future focus or PLOD (possible line of development) "in our daily reflections. These observations guide future planning. (Emergent Curriculum)

We provide a Literacy enriched environment. In line with school's Literacy and Numeracy plan children are exposed through play and intentional teaching; comprehension strategies, concepts of print, genres, phonological awareness and phonics. Oral language is a focus in our program and is an area we wish to go

deeper with in 2018. We use Literacy and Numeracy indicators to plan units of work ensuring all indicators are covered throughout the year. Through training with Lisa Burman we are developing skills in oral language development which we will use in our program planning.

### **1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.**

Upon enrolment and through child profiles (Belonging Book) we gather information about children's culture, family and medical/support needs. EYS reports are printed and filed. A Belonging Book is established at the start of the year. It includes a photo and information about each child's family and child's interests. This assists us in our knowledge of and understanding of the child and their family background and culture. We record children's interests on a whole group spreadsheet to support us in meeting children's interests, needs and family goals. This is updated at end of Term 2 to allow for change in interests and goals. Educators listen and talk with children about interests outside of and in preschool. Educators support and extend children's interests and ideas in the here and now and through intentional teaching. A future focus or possible line of development is noted if appropriate for further discussion at planning meetings or daily discussions. Educators use spontaneous experiences to support and extend learning. "Bella Bear" is taken home each day for a sleepover with each child and provides us with another opportunity to learn about children's life experiences and interests.

Learning folders for each child are developed throughout the year and children are encouraged to select work or photos to add to folder. Educators can scribe for the child and make links to Learning Outcomes. Learning folders also contain teacher initiated works and group as well as individual learning stories. We use an iPad to document learning stories which are linked to the Early Years Learning Outcomes and filed in Children's learning folders.

Through extensive reading of NQS and EYLF literature, participating in online modules and belonging to many social media groups we understand the need to promote and/or initiate new knowledge and complex concepts through "inquiry approach". We use Inquiry approach to provoke learning outlined in EYLF e.g., Belonging, Environment, Sustainability, Hygiene, Nutrition, Indigenous and Cultural Studies, Keeping Children Safe etc. Children's learning is recorded using the KWL approach-at beginning and end of project.

Inquiry or Project approach can also come from children's interest, a spontaneous happening, a community significance or educators and families.

Our program is guided by the learning outcomes and within all of these is the opportunity to investigate deeper eg sustainability, hygiene, wellbeing, environment, animals, people, mathematical understandings and communication. Science is often the beginning of such intentional projects.

Children are encouraged to plan what they might want to do at preschool at home and discussions also occur at times at the morning group session.

### **1.1.3 The program, including routines, is organised in ways that maximise opportunities for each child's learning.**

Term overview, timetable and current program is available to families and displayed. Weekly program includes, planned experiences, targeted learning/children, new ideas and spontaneous experiences are also recorded. Future focus and PLODs are noted in educator's reflections.

A visual timetable is displayed at beginning of each day to support children's transitions, with the knowledge this is very flexible. The daily routine is predictable, but sufficiently flexible to allow for the development of play, deep engagement and developing the spontaneous learning opportunities that occur.

We have our fruit and lunch together as a group to build a sense of community and to take advantage of the opportunity for extended conversations between us all. Children are able to access their snacks in the afternoon when they feel like them.

Systems are in place to ensure all children have equitable access to equipment and resources e.g. timers. Children discuss and decide what is fair for a particular area/experience.

Children who attend all day have a modified program in afternoon to cater for children's needs of rest and quiet times.

In the afternoons, we timetable library, computers, choir and early year's activities to support children who attend all day in a more relaxed afternoon.

#### **1.1.4 The documentation about each child's program and progress is available to families.**

Each child's learning and development is assessed-a willingness and commitment to trial different methods of collecting information to ascertain what suits our site best.

Data is collected in Terms 1 and end of Term 3 and includes fine motor skills, Literacy and Numeracy knowledge. We use a learning disposition checklist in Term 1 and Term 4 and also the Phonological Awareness Skills Mapping PASM in Term 1 & 3. Children are identified with specific needs.

Presently educators use a variety of methods to collect and document information about the program, practice and children. Some of these include: term overview, topic overview, wall displays, observations, anecdotal notes, photos, reflections on back of program, powerpoint at start and end of day, project documentation and spontaneous learning on Learning wall, family photo book, newsletters, 2nd term discussions and informal/formal chats with families.

Observations focus on strengths, interests, relationships and dispositions and how to extend learning.

Each child has an individual Learning folder- they can choose what goes in as well as educator choice, including learning stories-group and individual and targeted experiences. These folders are accessible to both children and families.

Information is also exchanged with families during enrolment process, reverse interviews, Meet and Greet evening, formal/informal chats, Statement of Learning, whiteboard, Skoolbag, feedback from families via Question Poster, Program input/ideas, surveys-site specific and DECD and family profiles.

#### **1.1.5 Every child is supported to participate in the program.**

Due to our focus on observing and planning for individual children within our planning cycle, each child is actively and consistently supported to engage in the program. Developing relationships with children support educators to support children to access the curriculum.

Children who speak English as a second language are supported by educators and Bilingual workers to participate in the program. We actively seek to connect with these families in order to find ways to provide a sense of belonging for the child and their family.

Children with additional needs are supported to participate in the program by having individual learning goals formulated by educators, support workers, families and other professionals working in partnership with us.

Educators work with small groups and individuals as identified through assessment and observations.

Children can lead their learning, designing experiences and making choices and deciding on their participation in experiences. Independence is promoted and celebrated with children. Open ended experiences provide children with different/individual starting points.

Through observation, reflection, decisions are made to support individual children to access program. It may be communication, fine/gross motor skills and social skills. Focus is on the learning not the activity.

#### **1.2.2 Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.**

Educators respond to children's ideas and play by observing children, working alongside and with children, following interests, supporting spontaneous experiences and facilitating learning spaces based on children's voice. Educators scaffold and extend children's learning in group time, small groups and with individuals.

Educators are intentional in their approach to working with children, they are thoughtful and purposeful when they implement a variety of teaching opportunities that include, but are not limited to teachable moments, planned and spontaneous moments, sustained shared conversations, and facilitating children's initiated inquiry.

We implement an Inquiry Approach that allows us to gain an understanding of children's knowledge and theories as well as to deepen understanding of a topic and guide exploration and development of the children's learning. The Inquiry Approach allows us to scaffold children's learning with a deeper level of understanding and higher level of engagement to build on children's dispositions for learning

Educators use open-ended questions, shared thinking and intentional teaching to provoke and extend children's thinking and learning. We are very much in the "here and now" recognising learning opportunities. We value and act upon children's ideas and interests.

**1.2.3 Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.**

Children's ideas and interests are noted and discussed weekly during planning meetings and programmed for. Children are encouraged to be responsible for their own belongings, for example putting their drink and lunch away and supported to name their work and put their work in their bags to be taken home. Children are responsible for washing hands before eating and encouraged to apply their own sunscreen before going out to play. Children's choice of activity is respected and encouraged with staff assisting with materials needed and scaffolding ideas. Activities are open ended and children's creativity is encouraged.

**1.3.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.**

Children's learning and development is documented through observations, anecdotal records, and learning stories. A St. Agnes Planning cycle has been developed, including a more explicit format to support educators. Future Focus, Possible Line of Development (PLOD), Reflections are recorded on sticky notes and emerging program in educator's reflection page to support and/or extend individuals and groups. It guides curriculum decision making. Reflection occurs during staff meetings and informally.

Focus on learning; strengths, needs, relationships, dispositions.

We use RRR document to reflect on our curriculum and practices. Term Overview highlights goals for children and educators in each Learning Outcome, Principles and Practices. Topic Overview highlights possible learning experiences and intentional learning to develop and expand knowledge and skills. Experiences are planned to support Learning Outcomes and Outcomes are monitored to ensure coverage.

Each term educators record goals for each Learning outcome to focus on from observations/need.

Family voice and input from relevant professionals (when required) is also incorporated into planning.

**1.3.2 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.**

Reflections of educators both individually and collectively occurs regularly both informally and during program meetings. Children's comments about their experiences and environment are recorded in Reflection/Ideas book.

Children select what goes into their Learning folder and explain why.

Reflection at beginning of each term with EYLF to see if any "gaps"/ needs of group. Highlight outcomes in program book of what is covered each term.

Beginning of each term we look at the Qip and record progress and what needs to be attended to for the term.

Each term an area of RRR is used to critically reflect on our curriculum.

## Key improvements sought for Quality Area 1

### 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
1.1.1	Children exposed to intentional oral language experiences and a focus on vocabulary from literature and projects	M	Plan for daily oral language experiences and vocabulary development. Provide scaffolding for chn's language both intentionally and in play	Oral language is a focus Children using specific topic related language and confidently using language	Term3	
	Children exposed to intentional oral language experiences and a focus on vocabulary from literature and projects	H	Attend Lisa Burman Professional Development and engage in discussion Plan for daily oral language experiences and vocabulary development. Provide scaffolding for chn's language both intentionally and in play	Oral language is a focus Children using specific topic related language and confidently using language	Term 3	
1.1.1	To use Literacy and Numeracy indicators to plan. Develop content knowledge in Numeracy and Literacy	M	Staff meetings Cluster meetings T&D Planning time- focus on these two areas	Educators planning for and using indicators to document	Ongoing	

## Quality Area 2: Children's health and safety

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

### Quality Area 2: Standards and elements

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

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

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



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

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

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

## Quality Improvement Plan for Quality Area 2

### Summary of strengths for Quality Area 2

#### Strengths

##### **2.1.1 Each child's health needs are supported.**

Policies, practices and procedures in place to promote healthy eating, sun safety, general and personal safety and first aid, medical conditions and water safety. Staff have appropriate training to handle specific health issues. All have Anaphylaxis, Asthma and First Aid.

EYS reports are printed every term on allergies, medical conditions, dietary requirements etc. Educators informed and reports kept in specific folder. Alerts posted on office window.

Immunisation records are filed with enrolment form. Written request for immunisation records in enrolment pack. Checklist kept of who is/isn't immunised.

Each child with a specific health need has their photo displayed in a confidential location on the outside of the office cupboard. Inside the office in a container are medical bags containing individual children's photo, medications and medical plans.

Children with Dietary Needs and Cultural Requirements are also monitored and supported by having their individual photos and information about their needs displayed on Office cupboard door. This system supports educators to access information quickly if required

At the beginning of each year educators are informed of children's individual health needs. Educators also practice Epipen and Asthma First Aid procedures

Parents are instructed, and then reminded in newsletters and consequent conversations, to keep educators up to date with any changes to children's health needs.

Medical Plans and medication expiry dates are also checked upon receiving them and parents are advised when plans/medications are out of date. Expiry dates are checked every term.

School nurse visits every other term to screen students prior to school.

The Preschool is Nut Aware. We encourage families and educators to support this by not providing foods that contain these ingredients. Cooking substitutes are provided in the preschool where required.

##### **2.1.1 Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.**

A relaxation session is conducted prior to lunch. Students may choose any time to rest and how they will rest. Modified afternoon session to enable smaller groups inside/outside. Quiet areas provided both inside and outside. Yoga and deep breathing techniques were introduced in 2016.

Children have input into what is in the environment and images of their families are displayed leading to a greater sense of belonging

Quiet experiences such as puzzles and reading are available and accessible to all children to meet their needs of rest and relaxation

If a child needs or falls asleep, parents are informed and consulted about the duration of sleep to be provided

##### **Effective hygiene practices are promoted and implemented.**

Children's health promoted through programming specific content-intentional teaching and spontaneous moments. This includes hygiene, nutrition and physical activity.

Hygiene practices implemented throughout day, including handwashing, cleaning of tables before lunch and after session. Toilets checked after every fruit time and lunchtime

Hand washing posters displayed in bathroom. Children are explicitly taught how to use toilet, wash hands and in using tissues.

Plastic gloves ,wipes ,antibacterial hand gel is supplied for first aid use and changing.

Tables, equipment also cleaned as needed during day. Timetable of cleaning schedule.

Educators role model appropriate health and hygiene practices

In term one; educators discuss with children how to keep safe by washing their hands effectively before and after eating, after the toilet, after wiping their nose and messy craft activities. Children were also shown how to wash their hands and flush the toilets. Reminders are provided when required and plans are created to support learning through the program

The children's bathroom is cleaned by a professional cleaner after preschool hours as well as after every lunch time by an educator. Toilets are cleaned, basins are wiped over.

Resources used by children are cleaned where necessary before being packed away and at the end of each term

At the end of each term an extensive list of furniture, materials and equipment is compiled for end of term cleaning

Site laundry is washed each week.

### **2.1.2 Effective illness and injury management and hygiene practices are promoted and implemented.**

Incidents, emergencies and infection control-shared process with school.

Infectious diseases and illnesses are investigated using the "What Have You Got" handbook/website and subsequent recommended exclusion periods are adhered to. Relevant information about the disease/illness is also provided to families. Proformas are available to inform families of infectious diseases.

Parents notified of incidents, injury and illness, verbally, written note, phone. Records kept in preschool.

Any head injuries, the family is immediately informed and appropriate measures are taken.

Injury forms ED155 are completed and lodged as required.

We have a "no administration of medicine" policy. Exceptions for asthmatics and anaphylactics. Families are welcome to administer medication themselves.

The preschool requests families inform them about the illness so the appropriate and relevant information can be passed onto other parents if required

Children who are not immunised are recorded on our Immunisation Register which is kept in the Emergency Contact Folder. We are presently waiting for information from DECD regarding Immunisation Policy and what that means to us and its resources.

Children are guided to consume food and drinks in a safe and hygienic manner while seated

First Aid kits are in both inside and outside areas and every term restocked or as required.

### **2.1.3 Healthy eating and physical activity is promoted and is appropriate for each child.**

Healthy eating and physical activity programmed, encouraged and promoted. Flyers sent home to families informing them of healthy eating practices and copies of "Right Bite" newsletters in family area. Healthy food policy also gives families support and guidelines especially in trying to promote nude food.

Lunch ideas are included in the "Starting Preschool Pack"

In 2016 we introduced the program "Rainbow Food" to the students and families. Very positive feedback was received from families. Many children informing families of our need to eat rainbow foods every day and requests for the poster for home use.

Each morning we have Fruit time. Children drink water from own drink bottles and are refilled when required. Stop and Drink practiced throughout day. Lunches are stored inside during hot weather.

Have established a kitchen garden to promote children's awareness how healthy food is grown, prepared and eaten. Children are responsible for its care and food harvested is used in cooking or shared with families. Sociable fruit and lunch eating times. Healthy foods are cooked at preschool with the children eg fruit smoothies, fruit kebabs.

**Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.**

Physical and movement activities both inside and outside are programmed for weekly. All children are encouraged to participate to their own ability. Children help to set up and plan for outside play. Educators introduce games and team games. On occasions, children are taken to primary school equipment and oval. Preschool is involved in school Sport's day and other sports clinics where appropriate. Preschool has access to the school gym and its equipment. Families given information on importance of physical activity. Preschool participates in Sports day and appropriate clinics organised by school.

**2.2.1 At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.**

Children are supervised at all times-inside, outside, fruit and lunch times. Educators positioning themselves to maximise supervision. Educating children that they are not to go outside without an educator.

Staff ratios are maintained at all times. Toilet door is unlocked during outside play and then is re locked during inside time. Preschool gates have signs to ensure all parties make sure gate is closed after entering or exiting. Preschool gates are locked every afternoon.

**2.2.1 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.**

Risk assessments carried out regularly and on a needs basis. Power points covered. Cupboards with child locks. Oven has master off switch. Kitchen area is out of bounds to children, marked by yellow tape and a yellow line is in front of outside shed as barrier to entering shed.

Safety checks of buildings, equipment and general environment including trees is a shared process with school.

Preschool is included in the annual school Work Health and Safety Audit and Test and Tag of electrical equipment.

Preschool has daily, weekly checks as well as shared process with school every term. Maintenance audit shared process with school. Nut aware Policy. Sun Safety Policy. Water Policy, Medication Policy, Interactions Policy

Visitors sign in/out book. Risk assessment in place for excursions. Shared process with school. Specific forms required to be completed and given to Principal.

**2.2.2 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.**

Regular evacuation/invacuation drills are held every term both by preschool themselves and with the whole school.

Hazards and risks are recorded, assessed and actioned as a school site. All staff are made aware of their WHS obligations as part of Week 0 orientation.

Emergency phone numbers displayed by phone. Emergency Family contacts in portable folder. Emergency procedures displayed. All educators understand their role and responsibilities. All staff know where and how to use fire extinguishers. Fire-extinguisher tested by professional each year.

**2.2.3 Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.**

All educators have updated training in RAN and understand procedures. All documentation is kept in school principal's office. Staff have access to information folder explaining correct procedures.

Educators understand their roles and responsibilities in accordance with Child Protection Legislation by attending the Keeping Safe Child Protection Curriculum training. Procedures in place to shred sensitive documents with school.

All educators have current Working with Children Checks. Display of community help and health services displayed in family area.

## Key improvements sought for Quality Area 2

### 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
2.1.3	Children to be exposed to a variety of nutritious meals/snacks Regular cooking experiences using Garden kitchen	M	Children involved in planning and implementing cooking.	Reflections from children	Term 2	
2.1.1	Provide more shade in outdoor verandah area	M	Discuss with Principal likelihood of building a pergola with school funds. Seeking and applying for any grants. Approaching pergola companies for sponsorship.	Children are able to utilise more space protected from sun and inclement weather.	End of Term 2	
2.2.3	Child Protection curriculum needs to be over year	M	Plan a Year overview of curriculum.	Educator responsible for developing overview	Term1	
	Purchase a puratap for drinking water in preschool	H	Talk with Leadership about possibility of purchasing a puratap	Pura tap installed	Term 1	

## Quality Area 3: Physical environment

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

### Quality Area 3: Standards and elements

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



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

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

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

## Quality Improvement Plan for Quality Area 3

### Summary of strengths for Quality Area 3

#### Strengths

##### **3.1.1 Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.**

Environment is welcoming, aesthetically pleasing and uncluttered.

The outdoor and indoor environments are developed to foster children's learning and development and cater for all children

The environment is viewed as the 'third teacher', with resources to stimulate and invite participation and learning

The environment provides opportunities for children to safely and effectively learn individually and collectively in small and large groups

The environment provides opportunities for active play, appropriate risk taking, rest and relaxation

The outdoor area consists of natural elements such as trees, lawn, plants, bark chips, wood rounds, bush area and sand. Adequate shade is provided in some areas. The sandpit is covered by a solid roof which provides shade during summer and protection from rain during winter. A cover is placed over sandpit every afternoon and is raked as necessary.

The outdoor area is appropriately fenced with tubular fences around the perimeter of the grounds and supports transitions to preschool and to school

Furniture is appropriately sized for the safe use by children. Resources are age appropriate and available in adequate quantities to stimulate learning, positive interactions and communication. Where possible and part of our replacement procedure children are given real resources; shovels, rakes, woodwork, medical, home corner etc.

Hand washing basins are inside in the toilet area and are available to children at all times.

The building is lit with artificial and natural light, and the indoor area can be appropriately aired by opening windows and doors and using air conditioners.

A Preventative Maintenance Schedule and Breakdown Procedure are in place through DECD for all facilities-shared process with school. OHS issues are discussed every staff meeting.

Staff members immediately correct or document hazards on appropriate report sheets to be actioned by school.

Maintenance schedule checking of inside/outside environments and upkeep of softfall and sand is a shared process with school, as well as our own monitoring.

In 2016, an Environment Group consisting of families was created. This group helps to maintain the environment on a regular basis and holds working bees.

##### **3.1.1 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.**

The environment promotes and encourages competence, independent exploration, agency and risk taking. Children can select any equipment inside/outside from main room, blue room, sheds. Children help to set up both in and outside. Inside/Outside experiences offered eg painting, observational drawing, construction, music, drama, puppets etc. The curriculum is differentiated by providing a variety of open ended experiences which cater for children's interests and abilities.

These experiences are often guided by children's voice. Outdoors and indoors include natural elements and materials.

Outdoor area includes plants, trees, garden, rocks, water course, digging patch, mud, bush area, lawn and different surfaces and gradients.

Natural bush area with loose parts. Community helps to supply loose parts.

##### **3.1.2 Premises, furniture and equipment are safe, clean and well maintained.**

The safety, cleanliness and maintenance of the premises, furniture and equipment is always a high priority

Safety checks occur daily and termly. All resources, furniture, equipment, fittings are checked once/term for safety, wear and tear  
Resources, equipment and furniture are cleaned after use or at the end of each term. These objects are cleaned, checked and stored in a systematic way  
We are continually updated regarding any hazards from DECD via email e.g. curtain cords as choking hazards. Once we receive these alerts we reflect upon the relevant object for our site and its potential for injury and put in action any strategies to prevent injury  
Spotless cleaning contracted to clean daily. Grounds person blows the yard weekly and maintains lawn area. Safe storage of equipment and guidelines for children in accessing some areas. Weekly access to an ICT technician supports digital learning and any problems.

**3.2.1 Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.**

Children have access to natural environments (vegetable garden, trees and plants, climbing tree, dirt patch, water and sand) and natural materials are provided to stimulate children's thinking, collaboration, communication and ability to make choices in their learning. Natural and manufactured loose parts are available for children to use in their play

Children included in planning during "group time" using the "ideas book" and planning for spontaneous play.

Storage room and outside shed can be accessed by children with adult supervision only

Children are provided with open-ended materials both inside and out. Inside experiences are brought outside e.g. music, drama, arts, dance and roleplay.

Children are involved in decision making in regards to safety and fairness. Safety rules for riding bikes, bush area, tree climbing and equipment. Provision of real tools where applicable.

**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.**

Educators with children creating and continually adapting indoor/outdoor environment. Children are able to choose own resources and equipment for their needs and choose how they use them.

The environment includes natural elements and educators plan for sensory experiences in both inside and outside environments. Resources are flexible and children are encouraged to use resources where and how they need to.

The bush area is only "loose parts" enabling lots of creativity, problem solving, imagination and collaboration. The community helps to resource this area as well as contributing other resources.

In 2015 introduced use of lanyards and timers if necessary to help minimise number of children using a particular area or resource at one time, for fairness and safety. Purchase orders every term to replenish, replace and add to. Endeavour to buy real, authentic and natural resources.

Grouping of children in afternoon to provide smaller groups and to create calm relaxing environments.

**3.2.3 Sustainable practices are embedded in service operations.**

Science unit of inquiry "Our Environment" covers sustainability of water, energy, land and reducing waste. Also the impact of human activity on our environment including animals. Sustainable practices are embedded in our curriculum including water saving taps, use of paper towels, switching off lights, using natural ventilation when possible, water saving strategies during summer for in particular water experiences and the water course. We have introduced three coloured bins which are same colour as council bins to reduce our waste. We have two council bins, yellow and green which are picked up weekly from council. The children empty the recycling bins into the council recycling bins and place them on the kerb for the recycling collection.

KESAB visit to support the learning of children and families.

Children choose which bucket is appropriate for their waste item.

Families contribute recycled materials for construction and play experiences. This supports and promotes recycling from home to preschool.

Vegetable garden established. Member of NTM to keep up to date with information.

Use of RRR document to evaluate learning environment.

Outside and inside environments have been updated with new carpet, lino, painting, tiling, toilets, toilet door so children can access toilets from the inside.

Fencing outside was extended to extend the play area with natural bush.

### **3.2.3 Children are supported to become environmentally responsible and show respect for the environment.**

Plan for investigation of animals and their habitats and needs. Human impact on habitats, food supplies of various animals.

We use silkworms, caterpillars, tadpoles, stick insects and Henny Penny egg hatching program to observe and investigate animals. This provides an opportunity for children to interact with, observe, look after and keep safe a variety of animals and to learn about their natural world

At snack time and lunch time, children are asked to pick up any food items and packaging they may have dropped. Discussions around this, promote awareness of looking after our environment. They are also supported to tidy the outside environment using rubbish pickers.

The children have participated in inquiries focused on caring for and being environmentally responsible such as – How do we care for ourselves and our environment?

Seasonally replant our vegetable gardens

We aim to only fill one small red bin / day with rubbish.

## Key improvements sought for Quality Area 3

### 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
3.1.2	Children to plant and establish a kitchen garden and maintain. Use this produce in regular cooking experiences	M	Program for planting on our plans. Children water garden each week. Plan for cooking experiences in term 2 using produce	Children are engaged with kitchen garden and cooking experiences happening regularly.	Term2	
3.2.2	Maintain an Environment group of family members to help maintain outside environment	M	Invite families to join. Create rosters eg maintenance, garden, sourcing materials	Environment group is active and changes undergone in outside environment	Ongoing	



## 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

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



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

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

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

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

## Quality Improvement Plan for Quality Area 4

### Summary of strengths for Quality Area 4

Strengths		[Summ
	<p><b>4.1 The organisation of educators across the service supports children’s learning and development.</b> Educator-to-child ratios and qualification requirements are maintained at all times. Preschool team consists of 2 part time teachers and 2 part time SSO’s. Staff timetables outline break, NIT times. Phone calls and inquiries go through the front office school admin, so staff are not interrupted during preschool contact hours.</p> <p><b>4.1.2 Every effort is made for children to experience continuity of educators at the service.</b> We make every effort to employ regular TRT staff to ensure greater understanding and knowledge of the site practices, children and families and the learning program</p> <p><b>4.2.1 Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other’s strengths and skills.</b> Educators are focussed, active and reflective in planning and delivering the program to each child. Preschool staff will have the opportunity to plan together ensuring the individual needs of children are reviewed, plans are developed collaboratively and opportunity for team training. Enthusiastic, passionate, seeking “next right answer” Educators contribute to the QIP, staff meetings, planning and review of policies, Philosophy statement and training days. Some staff meetings with the school, school bulletins, staff communication book, term calendars and newsletters are utilised to ensure effective communication across preschool and school. In 2017 the partnership implemented training in week 5 of every term for all preschools and early years in partnership. Each morning during preparation/organisational time before students arrive is an opportunity for discussions and expectations for day. This also occurs at the end of the day.</p> <p><b>4.2.2 Professional standards guide practice, interactions and relationships.</b> We believe learning is life long and that we learn with and from each other and therefore educators attend training and development together where possible and engage in reflections to improve practices. Through collaborative discussions educators challenge and affirm existing practices with a lens of continuous improvement Educators share information after attending T&amp;D We have focused on improving our understanding and knowledge of the Preschool Literacy and Numeracy Indicators during 2016 Regular performance meetings with Principal and observation of practice by Principal Educators are accessible to the children, families and each other. Staff photos are displayed and educators are available for formal and informal interactions with families. Reflective journal-shared document. The philosophy and the Early Childhood Australian Code of Ethics is discussed/ reviewed every year collaboratively using the lens of our practice</p>	

Our Behaviour Guidance policy guides our interactions when dealing with conflict and promotes positive relationships and a safe and predictable environment. We use the Restorative Practices model with a focus on learning and on solving the problem/concern involving all parties.

Our Concerns and Complaints policy provides our adult community with clear and specific strategies to voice any concerns and to promote positive interactions. All educators have access to including their own folder of EYLF, NQS, National Regulations and Guide to NQS, Educators Guide to EYLF, policies and procedure and other documents which are embedded in our practice, interactions and relationships.

All staff are clear about their roles and responsibilities during the day/week and ongoing responsibilities.

Educators believe that relationships form the basis of a good working environment and acknowledge each other's strengths and skills. Greeting each other on arrival and taking time to acknowledge strengths and practice promotes a positive and respectful environment.

Educators collaboratively engage in ongoing discussions about their practices where all voices are encouraged and listened to.

Committed to NQS and achieving excellence.

## Key improvements sought for Quality Area 4

### 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
4.2.2	Educators continue to work with and reflect on EYLF and NQS	H	Program with EYLF Reflect/evaluate Collect relevant documentation for NQS Staff meetings- discussions/reflection	Documentation in appropriate NQS folders	Ongoing	

## Quality Area 5: Relationships with children

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

### Quality Area 5: Standards and elements

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

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

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

## Quality Improvement Plan for Quality Area 5

### Summary of strengths for Quality Area 5

#### Strengths

##### **5.1.1 Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.**

Greeting children and their families each morning, and being warm, welcoming and accommodating to their feelings during this transition time

Listening to children and responding promptly and appropriately to their needs and concerns.

Respectful, friendly, caring relationships with children. Environment strives to be relaxed and calm. Educators endeavour to have one: one interactions with individuals across the day or at least within small groups.

Listening to children's voice supports collaborative and respectful relationships between adults and children.

Working alongside children as they inquire/research their world. Educators and children share their knowledge in this time, and learn together

Educator visits playgroup a minimum of twice/term to develop relationships with children and families prior to starting preschool.

Implementing the Child Protection Program, reinforcing to children that educators are here to keep all children safe.

##### **Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.**

Educators are aware of and promote the acquisition of dispositions through intentional teaching, role modelling and relationships with families.

Facilitating open-ended experiences that are inviting to all children, and by encouraging children to participate at a level that is appropriate to them

Understanding and encouraging children to communicate their thoughts and ideas, and educators actively listening

Promoting and using language of the dispositions for learning, equips children with important life skills

Encouraging children to try/have a go and take risks in their learning which results in increased confidence and self-belief

Using open-ended questions to encourage children to think deeply about the topic/situation /their actions

Guiding children to independently solve encountered problems and teaching strategies for the future. We also use "3 before me" to encourage children to seek help from peers before seeking help from educator

Informal chats/interviews with children to find out their interests, joys, fears etc. to try and get to know them better.

Collaborate with children about routines, expectations, experiences.

Use floorbook, charts and ideas book to record children's understandings, interests, and ideas.

Children are involved in decision making, risk assessments, choosing experiences and proposing activities and areas of learning.

Preschool is involved in whole school program "Building Learning Power" (BLP) which promotes intentional teaching and learning of learning skills e.g. perseverance, collaboration, questioning, noticing, revising.

##### **Each child is supported to feel secure, confident and included.**

In 2016 we introduced a Belonging Book rather than profiles displayed on wall so families and children can interact with their family and peers in viewing the book.

In term 1 the main focus is on establishing each child's sense of belonging and wellbeing as they settle into new routines and environment.

Seeking information from families which begins during enrolment process both verbally and upon the completion of a survey which informs the learning program and is ongoing throughout the year.

We provide families with opportunities to share information about their child's identity by gathering information early in Term 1 on an All About Me sheet which allows families to comment on their family, culture, celebrations and interests. This information is also placed on a spreadsheet to support educators when



planning..

Children are supported to manage their day with use of visual timetable, clear routines and curriculum planning.

Routines are established to support children feel secure and safe e.g. playing music to indicate it's group time and time to say goodbye to families. Families are also invited to stay as long as they feel they need to and together we work on strategies if children are having difficulty separating.

Educators deliberately acknowledge children's efforts and achievements.

Bilingual and Support Educators contributing to each child's feeling of security and support through their exclusive knowledge and understanding which they share with all the educators at the centre

Singing songs, reading stories, using languages from other cultures e.g. greetings in different languages

Educators work with professionals from DECD and other agencies to ensure inclusivity

#### **5.1.2 The dignity and the rights of every child are maintained at all times.**

Educators teach the Child Protection Curriculum which focuses on the rights of everyone to feel safe and to be safe. The children explore fair/unfair behaviour including learning how their behaviours and actions affect themselves and others.

Educators model and empower children to maintain their dignity and rights.

Educators involve children in their learning and seek input from the child and their family.

Educators develop respectful, reciprocal relationships with children.

Educator's model and support children to understand the feelings and rights of other and create a culture of inclusion.

#### **5.2.1 Children are supported to collaborate, learn from and help each other.**

Our school is involved in delivering a program called Building Learning Power. It promotes dispositions such as Perseverance, Collaboration, Questioning, and Resilience. Collaborative learning opportunities are provided- Routines, play materials, environment set up, timetable, large and small group projects and play. Support all children to participate and share their ideas; if they choose not to participate their voice is sought in a one on one setting or in a nonverbal manner. Encourage children to share their learning at end of the day and respond to children's questions.

Educators model/roleplay to guide children in what collaboration looks/sounds like.

Enable children to engage in inquiry projects based on their interests and learn in collaborative ways.

Children have opportunity to work with children in preschool and school setting e.g. Assembly, Choir, Sport's day and many other preschool and school events.

#### **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.**

Preschool has a Site Behaviour policy and also shares processes with school.

Supporting children to develop and grow self-regulation skills and strategies to manage conflict situations by saying 'Stop I don't like it!' and using appropriate gestures and body language as well as being able to stop and think before acting on their strong feelings.

Children are encouraged to voice their feelings/concerns, discouraging the use of physical actions.

Encourage children to seek help from an educator if they require support to resolve a problem.

Educators focus on developing collaborative play skills and working together as a team.

Educators plan for and make use of incidental opportunities to develop social and emotional knowledge and interaction skills.

Educators acknowledge children’s feelings, support children to understand how their behaviour impacts on others and support them make a plan or choice that is useful, appropriate and safe for everyone

Role play is used to support issues and other social situations-providing skills, strategies for children to help them in similar situations.

Intentional teaching to support assertive language/actions. Children are taught ways to respond to children who are hurting or upsetting them in ways to keep themselves safe.

Situations are responded to and dealt with immediately.

Children with behaviour challenges are treated calmly and partake in discussions about what happened, who was affected, feelings and consequences.

Educators inform and work with families in supporting children with challenging behaviours.

## Key improvements sought for Quality Area 5

### 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	Children are independent during session and can access resources and equipment	M	Train children where resources are kept. Who else can help beside educator? Peers? Plan collaboratively.	Educators are not stuck at one activity or table. Free to stay and move on.	Term 2	
5.1.1	Educators develop skills in asking questions and extending children’s thinking	M	Seeking training Peer consultation Researching RRR Engagement	Educators are confident with interactions involving children and their learning	Term 4	

## Quality Area 6: Collaborative partnerships with families and communities

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

### Quality Area 6: Standards and elements

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

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

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

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

## Quality Improvement Plan for Quality Area 6

### Summary of strengths for Quality Area 6

#### Strengths

##### **6.1.1 Families are supported from enrolment to be involved in the service and contribute to service decisions.**

Families are taken on tour of whole school and preschool by Principal or preschool teacher. Under new process families complete a Registration form and are informed in Term Three if they are eligible to enrol. Families are provided with an information booklet on enrolling and a Starting Preschool pack during Pre entry sessions.

Families are invited to attend acquaintance evening to discuss preschool life. Educators present information and opportunity to ask questions or clarify.

Routines established in supporting families to farewell children and families are contacted by phone to reassure them their child is settled.

Site enrolment policy and DECD policy is in place.

A playgroup for children occurs on a Friday morning supporting families and children transition in to the preschool during terms 1, 2, 3 and 4.

Educators visit playgroup to develop relationships with families intending to enrol in preschool.

##### **6.1.2 The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.**

At starting preschool evening we discuss the many ways families can be involved either directly within preschool hours or how families can still contribute if attending preschool day sessions is not an option.

Friendly conversations between educators and families before and after sessions. Educators available to meet with families as needed.

The QIP is displayed in family area in a user friendly format. Families are invited to respond to "What do you think" questions in family area. Program displayed and families are encouraged to contribute to the planning.

Families are kept informed and are invited to participate on all levels of decision making from curriculum to engaging in the program and excursions and Governing Council and special events.

Families are encouraged to provide ongoing information to guide their child's learning through acquaintance evening, incidental conversations and completing interest/ goal surveys twice/year.

Term planners are provided at beginning of each term and in Newsletters.

Families are invited to numerous events, e.g. Information night, Shared lunches, participating in program alongside educators, assemblies, sports day and other whole school events etc.

##### **The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.**

We support families to feel comfortable and welcome by greeting them in a friendly manner when they arrive at the centre.

We are always available to answer parent's inquiries about their child's learning at the preschool, both formally and informally, and encourage them to share information with us. These practices form the basis of building relationships with families, recognising their expertise and encouraging and supporting their involvement in the decision making process

Families have an ongoing opportunity to share information about the child through conversations and in term 1 specific information is collected through family profiles and acquaintance night.

At beginning of the year we endeavour to set up a skills/interest register so families can put name on register and add what they would like to be involved in and how often. We encourage families to participate in any way they feel comfortable to expand all of our skills/knowledge and introduce children to a larger pool of people to interact with.

Learning folders provide examples of individual and group learning and are easily accessible for families and children to view. Families are provided with the opportunity to comment about their child's learning and any future learning goals.

Preschool provides coffee mornings, shared lunches, open mornings, whole school events and invites families to participate during day.

Surveys are conducted throughout the year.

### **6.1.3 Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.**

Information to parents is delivered via newsletters, flyers, noticeboards and pockets. Educators also aim to pass on important information verbally whenever this is possible.

In 2016 under new leadership an app called "Skoolbag" was introduced to the school community. This is a digital media enabling educators to communicate to general school community and for us to communicate with the preschool community exclusively.

Program is displayed on the whiteboard and parents encouraged to express their ideas.

Families have access to newsletters, both preschool and school, Flyers, Noticeboard, Notes, Pockets, Slideshows, Family book, Learning wall, displays, Learning folders Information from parents is sought in a variety of ways via questionnaires, surveys, informal and formal chats, and parent forums. Families are invited to participate in the program and celebrate their children's learning throughout the term. Children's Portfolios are available to view their child's learning journal.

There are numerous displays around the preschool explaining aspects of the curriculum

There is a parent information area where policies and parent information folders are kept along with information about upcoming events. The whiteboard displays the weekly program and current week's information/reminders.

A visual diary records a weekly overview of the curriculum

### **Current information is available to families about community services and resources to support parenting and family wellbeing.**

Parenting workshops are advertised which are usually conducted through Ardtornish Family Centre as well those offered at our site.

Emergency services are invited to preschool to enhance the children's understanding of the Child Protection curriculum and their understanding of safety and strategies to keep themselves safe.

Child and Youth Health Services provide health screenings for children at the preschool to enhance their wellbeing.

Our preschool is in the DECD Partnership called Northern. The Partnership has a commitment to working collaboratively with other kindergartens and schools in the area to provide the best care and education for children and their families. This includes supporting transitions and continuity of learning, improving pedagogical practices, working closely with families and connecting to the wider community.

School Pastoral Care Worker is available on site.

Family noticeboard/library area established.

Community resources displayed and in Starting Preschool pack.

### **6.3.1 Links with relevant community and support agencies are established and maintained.**

We have developed and maintained close working relationships with DECD special educators, speech and psychology services who provide important services for our children and families. The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.

Referrals are done through EYS. Children with special needs have ILPs and working folders.

Sheet to record meetings, conversations with support workers and families.

Child and Youth Health Services provide health screenings for children at preschool to enhance their well being and early intervention.

### **6.2.1 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities**

Meet with early years educators in school sector regularly to discuss transition, and DECD/EYLF outcomes.

Preschool is part of early years building, which provides easy access to other classes and educators. All children are involved in using the computer suite, library and gym.

Children are also included in assemblies, special days, buddy class, choir, book week, special lunches, jump rope for heart, sport's day and age appropriate incursions/excursions.

Children attend 2 transition visits to school in Term 4 Placement of students into classes is well considered. Principal meets with families to discuss information about the school.

### **6.2.2 Effective partnerships support children's access, inclusion and participation in the program. Inclusion and support assistance is consistently facilitated**

All children are supported and encouraged to participate in all areas of the curriculum. We use open-ended materials and children can enter at different levels and use the materials flexibly. Children's learning is discussed and reflected on, evaluated and planned for at program meetings

Children with additional needs have an Individual Learning Plan which is produced in conjunction with the child's families and other professionals involved with the child and supports their participation

Children who are eligible for Bilingual and Preschool support are supported through these programs

### **6.3.4 The service builds relationships and engages with the local community**

St Agnes Preschool has established effective relationships and engages with the local community.

We build relationships with the Primary School through library visits, general visits, attending sports day and meetings with the teachers and Principal.

TAFE Certificate III students have completed their placements at the preschool.

Emergency services have visited to enrich the topic of keeping safe; fire engine and ambulance.

Excursion and Incursion occur in relation to the children's interest in the curriculum focus.

## **Key improvements sought for Quality Area 6**

### Improvement plan

<b>Standard/element</b>	<b>What outcome or goal do we seek?</b>	<b>Priority (L/M/H)</b>	<b>How will we get this outcome? (Steps)</b>	<b>Success measure</b>	<b>By when?</b>	<b>Progress notes</b>
6.1.2	Families more involved in preschool community	L	Register of families willing to discuss expertise, interests, jobs, culture	Environment group established and working Register is being used to invite families to share and participate in program	Term 1	



## Quality Area 7: Governance and Leadership

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

### Quality Area 7: Standards and elements

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

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

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

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

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

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

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

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

## Quality Improvement Plan for Quality Area 7

### Summary of Strengths

#### Strengths

**7.1.1** St Agnes Preschool is part of the Department for Education and Child Development in South Australia and so Governance arrangements operate within the DECD guidelines, policies and procedures.

The goal of the Principal at St Agnes School is to lead a team of committed Early Childhood Educators who are motivated to provide experiences for our children by actioning our values and beliefs in our site philosophy, which is created through consultation with educators and families and reviewed annually. Our team of educators are passionate learners who continually review and reflect on their practice to identify improvements. Feedback from our parent body, Governing Council members and educators have indicated a high level of satisfaction with the leadership of the service to provide children with an engaging, positive and successful learning environment. Educators are able to operate in a shared management style with individuals who have strength in areas such as IT or administration being able to utilize their strengths while supporting colleagues to develop their skills.

The Principal closely collaborates with the preschool teachers and the whole school administration team and Governing Council to provide effective management of the service. Our Governing Council meet twice termly and parents/carers of preschool and school children are invited to nominate as a member early in term 1 each year. We have regularly had Governing Council representation from preschool parents on our Governing Council. Our meeting dates and times are advertised through our preschool and school newsletter and on our Skoolbag App. During our meetings, parents/carers are invited to table new ideas, discussion points, concerns and issues on behalf of the preschool and school parent body. New and updated policies are ratified by Governing Council members.

Our whole school newsletter includes information with families regarding preschool activities and events, avenues for feedback and information about registration for enrolments. Our preschool has National Regulations information displayed clearly, including how to contact to make a complaint.

The leadership trust the preschool team who are dedicated in their roles as early childhood educators and embody shared values, have clear direction and vision for the preschool and are highly collaborative and engaging with our community and families. For daily operational matters, the preschool team collaboratively facilitate the learning experiences and service provision. Our annual budget includes allocation of funds for TRTs to be employed releasing educators to attend professional development opportunities, either for specific needs or to participate in our partnership training days which are specifically for preschool staff.

**7.1.2** Comprehensive induction procedures and a package of information have been developed for educators for both school and preschool. It contains information about the site philosophy, values and processes, along with daily timetables and routines, WHS reporting and safety requirements, employee assistance program, Code of Ethics, emergency and first aid procedures. Induction meetings are held with staff and the Principal and lead teacher and include discussion of information about job descriptions, first aid and incident reporting and policies. Educator roles and responsibilities are negotiated with educators and documented. Policy information, such as Grievance Procedures, is available for parents both on our website and in hard copy format. Our daily bulletin, including a weekly overview, is available on all computers when staff login. It is also available at all times on the computer in the staffroom for ease of staff access. This is updated by leadership at the beginning of the week with all relevant information, timelines, absences, facilities management and staff can add items at any time to communicate with staff. Email is also used as a successful communication method between staff.

**7.1.3** Continuity is important and valued by our school community and staff themselves. The preschool has a stable team of educators with 2 teachers, one who we retained from 2017 and 1 new teacher, along with and 2 Early Childhood Workers who continue their roles in the preschool. Our preschool team collaborate and communicate successfully to create a professional and respectful environment. When absences or leave arises, we endeavour to fill positions with known and



familiar relief teachers and/or Early Childhood Workers to promote the continuity of learning experiences and routines while supporting the well-being of the children. We have a daily and weekly timetable that we endeavour to stick to including inside and outside play, snack time, groups time. Occasionally, this may change due to special events or we may extend periods of time when the children are highly engaged in their learning or play activities and we choose not to interrupt. Included in the timetables are the specific times for NIT, administration, SSO meal breaks, planning and support times, Special Education support for students with learning, speech, behavioural needs. The team has regular planning and evaluation time. It is testament to the educator's dedication that all educators meet formally each week for their staff meeting, where they reflect together on curriculum provision and children's learning and development. This enables them to collaboratively deliver comprehensive learning experiences for our children. All educators have a role in planning, providing and recording the children's learning and communicating this with families.

**7.1.4** The Principal is familiar with and leads the implementation of the Australian Curriculum, TFEL and EYLF. The Principal along with the educators, lead the development of the curriculum and process of setting goals for learning, in collaboration with other educators. Preschool educators attend PD, pupil free days and staff meetings of school sector. During our pupil free days, the preschool educators join whole staff for sessions that focus on whole school improvement priorities and administration and then meet as a separate preschool team to ensure they are working towards meeting the National Quality Standards and planning strategies to achieve them. Staff attend professional learning sessions and share this learning with their team during staff meetings. In 2018, an improvement through negotiation with the Principal is for Preschool teachers to have their NIT at the same time to collaboratively plan and design programs for the preschool. Educators reflect on practice at staff meetings and through inquiry into practice e.g. attending PD and using RRR document. EYS is implemented in our preschool along with the use of RRR document to reflect on practice. Our educators are committed to continuous improvement during staff meetings, professional learning, PLC's discussions, meetings with like centres and involvement in partnership leadership and professional learning opportunities. Our educators are rigorous in their pursuit of assessing and documenting the children's learning and continuously question and challenge themselves about improvements that can be made. PLC's have been formed with the early year's team of school sector and within our surrounding district of preschools and kindergartens. DECD Survey of families perceptions is issued in Term 3 annually with feedback reflecting the communities positivity about the leadership of the service and the quality of the service being provided. All educators are involved in the overview and planning of the program and before the programs are delivered the team discusses their aims for the children and how each of them will contribute to delivering the program. The delivery modes can vary depending on the learning topics being covered and the educator's individual strengths. Families have the opportunity to add to the programs by speaking with members of the preschool team or adding to the book which is available at the entry of the preschool. They can share stories and experiences, give recommendations or suggestions and volunteer to support during learning experiences. ECWs record goals that they are working towards with children who receive support for speech, learning needs or behaviour. This support is planned for and discussed at the weekly staff meetings. These goals are communicated with families who also contribute to the planning of goals and monitoring of progress. The leadership team are regular visitors to the preschool to build relationships with the students and families. Our preschool staff attend Tea Tree Gully early years training and development, network meetings and shared staff meetings which are scheduled each term. Participation at these meetings enables discussion with other preschool staff regarding programming and planning, administrative matters, assessment and recording of student learning, policies and curriculum e.g. the literacy and numeracy indicators.

**7.1.5** Teacher registration and DECD processes ensure that all early childhood educators participate in and have current mandatory certificates up to date including Responding to Abuse and Neglect, 'Basic Emergency Life Support' or 'Provide Emergency First Aid' and Relevant History Screening. Our teachers are qualified early childhood teachers and have undertaken Anaphylaxis Training, Asthma Training and Child Protection Curriculum Training and are Registered Teachers. Our ECWs all have Approved Early Childhood Qualifications. All parent and non-parent volunteers are required to undertake the DECD working with children clearances, volunteer training and induction which are conducted on site with the leadership team. Our staff act in accordance with DECD WHS

regulations. Our WHS staff representative updates all staff with relevant WHS information at weekly staff meetings including injury reporting and hazard risk assessments and management to keep ourselves safe. We ensure our staff are working with another staff member when performing nappy changes on students to ensure the safety of the staff members and the students.

**7.2.1** The site philosophy guides all aspects of our site's operations. It is collaboratively developed and is reviewed annually, at induction and orientation for staff and throughout the year as relevant. The philosophy and opportunities for feedback are included in the orientation process for families. Our philosophy is clearly displayed in the preschool for families to access and is reviewed annually with staff and families to incorporate specific needs of children and families for each year. The philosophy is included in our enrolment packs and we are in the process of making it accessible to families on our school website.

**7.2.2** The Principal is the line manager of the preschool teaching and ECW staff. Individual Performance Development Plans (PDP) are in place to provide feedback, support the development and identify strengths of each staff member. A site process for Performance Development has been documented and includes samples of all of the required documents. Teachers meet individually with the Principal during Performance Management meetings and use the Professional Standards for Teachers/Principals and our Site Improvement Priorities, Building Learning Power, Literacy and Numeracy, to develop their own personal priorities for development. Teaching staff receive written feedback on observations of their teaching practice and their programming and planning. ECW staff meet with the Business Manager twice termly to discuss performance, support needs, professional learning opportunities and receive feedback. All educators attend our week 0 training and planning days with staff. During each term the preschool staff attend whole school staff meetings when relevant. At other times, the preschool team facilitate their own staff meeting where they discuss and share their PDPs, their goals and strategies to achieve them while supporting each other and giving feedback. They attend relevant Professional Learning as a team or individually and then share their learning upon their return with the team during staff meetings. Leadership forward all relevant emails to the preschool team from DECD or the partnership. Preschool teachers liaise, with support from the Assistant Principal, with support services to discuss student needs with data and/or observations collected and support required.

**7.2.3** Staff in the preschool are dedicated to providing the most successful learning environment for the children. As a result of this, their focus on reviewing and improving their practices as a team. All educators are responsible for reflecting on our curriculum on reflection page on back of weekly program. Our QIP is reviewed annually with staff and families and a family friendly QIP is displayed in the preschool. Decision making is collaborative, with all decisions made by the staff team being documented in staff meeting minutes. The preschool team also have access to the whole school staff meeting minutes through our 'shared drive' on the computer network. Our preschool program includes outcomes, strategies and evaluation measures for the EYLF and incorporates children's interests, inquiry based learning, observations, assessments, family input and QIP goals. The programming folder is discussed, added to and edited with actions documented at each staff meeting. The program is contributed to by families and children and includes the variety of documentation of learning including portfolios, photographs, sticky notes, term overviews, observations.

**7.3.1** Majority of preschool records and information are stored securely in the preschool office and some in the front office of the school, both of which can be locked, to ensure confidentiality. Records and information are easily accessible to staff and are maintained in accordance with legislative requirements. Any records or information that is transferred to the school upon the child's enrolment in reception, are stored in the front office and communicated with the classroom teachers. Records being disposed of are confidentially destroyed. Our attendance is recorded daily on the EYS Attendance report and also on a weekly hard copy. All enrolment details are entered by ECW and stored in the preschool. All computers are password protected and all files are confidential and securely stored in the preschool office.

**7.3.2** Administrative systems are shared with the school and for the most part are the responsibility of the school leaders and administration team. The Front Office Manager liaises with the preschool staff and school leaders regarding enrolments and ensures that they are entered into EYS. Preschool educators have access to EYS and enter referrals and other children’s data directly.

**7.3.3** The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and of any complaints which allege a breach of legislation. Our Grievance Policy is on our website and is currently being reviewed by staff and our Governing Council. The policies clearly outlines the avenues for parents and family members to communicate grievances and the resolution process. This is also available as hard copy in the front office. The staff have completed the Code of Ethics online course.

**7.3.4** Our Grievance and Complaint policy is available to families and our community on our school website and hard copies are available in the preschool pack and in the front office. The policy was developed through a shared process of consultation with staff and the Governing Council. Concerns raised are responded to swiftly by teachers and or leaders by collecting and documenting information, clarifying information, resolving the conflict with actions to be taken, mediating as necessary and monitoring the situation or conflict over a period of time. If matters cannot be resolved, the Principal seeks advice and support from the Educational Director and DECD. Families who raise concerns are valued because they give us the opportunity to reflect and improve. Staff have the opportunity to resolve issues by raising them at staff meetings or with the Principal or PAC. The DECD Psychological Health Questionnaire indicates that staff have a positive perception of the leadership and management of the school.

**7.3.5** Our preschool practices are based on our documented policies and procedures which are available in the preschool and front office, with some being clearly displayed in a family friendly mode in the preschool. Our policies and guidelines are reviewed regularly through consultation with staff, families and when relevant children and ratified by Governing Council.

## Key improvements sought for Quality Area 7

### Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.3	Roles and responsibilities of 2 teaching staff needs to be defined	Defined roles for teaching staff	M	Meet at beginning of year and throughout Term 1 to discuss, clarify and define roles	Defined and documented roles	Ongoing	
7.3.5	Preschool needs more promotion on school website	Promote Preschool on the school website (philosophy, QIP preschool information booklet)	M	Amie, Hayley and Carolyn to liaise with Mitch (IT support) to upload documents on website	Families and community has access via website to school information	Term 2	