



Australian Children's
Education & Care
Quality Authority

Appendix 2: Quality Improvement Plan template

OCTOBER 2011

Service details

Service name	Service approval number
Willunga Preschool	SE - 00011126
Primary contact at service	
Megan Webster	
Physical location of service	Physical location contact details
Street: Station Road Suburb: Willunga State/territory: S.A Postcode: 5172	Telephone: 8556 2488 Mobile: Fax: 8556 4257 Email: dl.3699_leaders@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Telephone: Mobile: Fax: Email:	Name: Megan Webster Telephone: 85562488 Mobile:0488 046 005 Fax: Email:
Postal address (if different to physical location of service)	
Street: Suburb: State/territory: Postcode:	

Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8.40	8.40	8.40	8.40	8.40		
Closing time	15.10	15.10	12.40	15.10	15.10		

Additional information

Parking is available on the Western side of the preschool. Access is via Station Road. We are on the same site as the school with a fence and gate separating the two sites.

School holidays are as per DECD, SA term times.

Children are in divided into two groups, the red group and the blue group.

Red group children attend on Monday and Tuesday and odd week Wednesdays.

Blue group children attend on Thursday and Friday and even week Wednesdays.

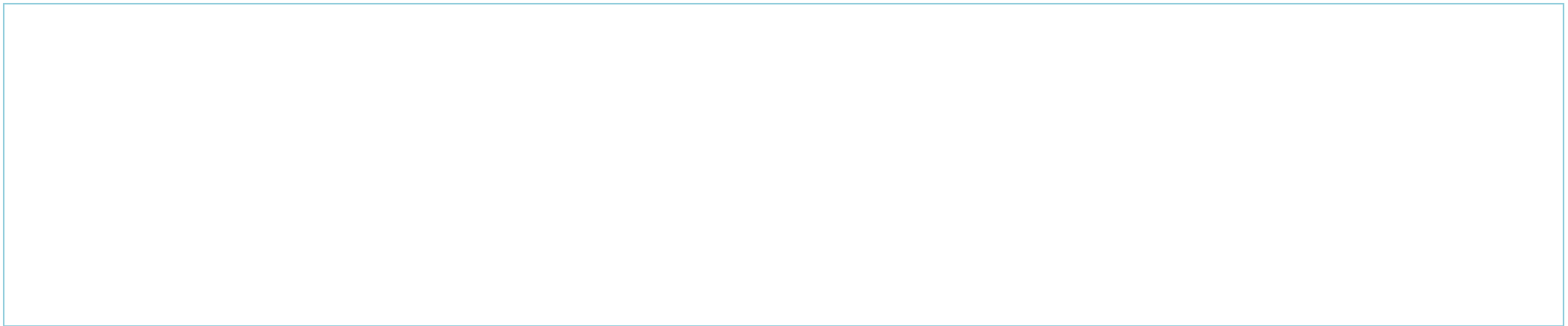
Nominated Supervisor (Director) – Megan Webster.

Service statement of philosophy

STATEMENT OF PHILOSOPHY

It is the Willunga Preschool Community's shared belief: -

- The rights of the child are paramount and the Preschool is a place to celebrate and build upon learning in the early years, valuing children as successful and competent learners.
- We provide a safe, caring, inclusive and stimulating environment where children and families feel valued, respected and have a strong sense of belonging.
- That we provide a holistic curriculum that reflects a child's sense of purpose, equality and cultural diversity, where Australia's Aboriginal and Torres Strait Islander cultures are valued.
- We build and maintain trusted, supportive relationships with families that enable us to develop each child's needs, interests and strengths.
- Based on best practice, educators provide an environment that is safe, thought provoking, respected, appreciated, constantly reviewed, assessed and acted on.
- Educators and the attractive and inviting indoor and outdoor environment fosters respect for people, things, natural surroundings and inspires learning.
- We connect with the wider Willunga and surrounding community through providing a welcoming place to build, nurture and extend relationships with a variety of people and organisations.
- Be attentive and open to family needs to keep up to date communication with families.



Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	
	Element 1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
	Element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
	Element 1.1.4	The documentation about each child's program and progress is available to families.
	Element 1.1.5	Every child is supported to participate in the program.
	Element 1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.
Standard 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
	Element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	Element 1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
	Element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

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

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

Quality Improvement Plan for QA1

Summary of strengths for QA1

Strengths
<p>1.2.1 Assessment of each child's learning and development is part of an ongoing cycle of planning, documenting and evaluation. It is an interactive process that drives development of the program.</p>
<p>1.2.2 Educators consistently respond to children's ideas and play and intentional teaching is embedded within the program to scaffold and extend each child's learning.</p>
<p>1.2.3 Critical reflection on children's learning and development, both as individuals and in groups is consistently used to implement, review and revise the program.</p>

Key improvements sought for QA1

Standard/element [number]	1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.	
	Identified issue	A new system for documentation and cycle of planning is to be implemented in 2017, working on changes made in 2016. Each child will have an individual learning plan (ILP). Key goals are displayed on the data wall in the office and a more comprehensive document in group folders in the office. This document (ILP) is a working document that has been updated this year is continuously reviewed.
Standard/element [number]	1.2.2 Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.	
	Identified issue	Increase intentional teaching of Japanese language and culture across both groups to access all children in Japanese learning will be supported through the Willunga Preschool to Primary School Transition program. We will also be involved in the ELLA language program Increase intentional Mathematics and Numeracy programming in the curriculum, continue work on our Numeracy area through weekly programming.
Standard/element [number]	1.1.6 Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.	
	Identified issue	Children's voice is the foundation for our new system of documenting children's learning and our cycle of planning. This new system replaces our previous learning stories.
Standard/element [number]		
	Identified issue	

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE.

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 1.1.2 1.1.4 1.1.5 1.2.1 1.2.2 1.2.3	<p>-Use the children's interests and ideas to drive the learning focus.</p> <p>-Incorporate children's voice into the programming, using the Individual Learning Plan (ILP) goals.</p> <p>-Programme is reflected in wall displays – more accessible for both children and their families.</p> <p>-Develop numeracy agreement</p> <p>-Further integration of Japanese language and culture across both groups through transition program with Willunga Primary and the ELLA language program.</p>	H	<p>- Implement new strategies and procedures for documenting all children's learning journey. The foundation of the majority of the Documentation is children's voice. Continue with our ILP data wall and electronic/hard copy ILP's which have been changed this year to better reflect the Preschool Literacy and Numeracy Indicators. ILP's used regularly in staff discussions to drive the cycle of planning. Fortnightly staff meetings on Thursdays to discuss the children- ILP's. Once or twice a term we will have whole staff meetings to discuss children's ILP's and session strategies. Wednesday staff meetings will be for all other matters.</p> <p>-Use the Indicators of Preschool literacy and Numeracy to inform our documentation and reporting of children's learning. Develop numeracy agreement and Educators focus on noticing mathematic and numeracy learning in our environment.</p> <p>-Staff to attend professional development –focus on Numeracy and Mathetics. Di Siemon in term 1 and Sea & Vines Powerful Learning Summit in term 2.</p> <p>-Informal and formal chats with parents.</p>	<p>Feedback from parents –formal and informal.</p> <p>Staff discussions on work load, authenticity of documentation, is it a true reflection of the child's learning journey.</p>	ongoing	<p>Begin parent teacher interviews early in term 1 for parents and teachers to set children's first learning goals together.</p>

ACTIONS:

Use information from 'Child profile' and Parent – Teacher chats with the families to develop first goals for the child's ILP.

Continual review and implementation of goals from ILP's, documentation to directly reflect learning in relation to the child's ILP goals. Fortnightly staff meetings and 1-2 meetings a term with the whole staff team.

Partnership wide PD focus on Numeracy and task design.

Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

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



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

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



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



	Related requirements	
2.3.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.1.1, 2.3.2, 2.3.3	regulation 161	Authorisations to be kept in enrolment record
2.1.1, 2.1.4, 2.3.2, 2.3.3	regulation 162	Health information to be kept in enrolment record
2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.3	regulation 168	Education and care service must have policies and procedures
2.1.3, 2.2.1, 2.3	regulation 168(2)(a)	Policies and procedures are required in relation to health and safety, including matters relating to: <ul style="list-style-type: none"> (i) nutrition, food and beverages, dietary requirements; and (ii) sun protection; and (iii) water safety, including safety during any water based activities; and (iv) the administration of first aid
2.1.4, 2.3.3	regulation 168(2)(b)	Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with regulation 85
2.1.4	regulation 168(2)(c)	Policies and procedures are required in relation to dealing with infectious diseases, including procedures complying with regulation 88
2.1.1, 2.3.3	regulation 168(2)(d)	Policies and procedures are required in relation to dealing with medical conditions in children, including the matters set out in regulation 90
2.3.3	regulation 168(2)(e)	Policies and procedures are required in relation to emergency and evacuation, including the matters set out in regulation 97
2.3.2	regulation 168(2)(g)	Policies and procedures are required in relation to excursions, including procedures complying with regulations 100 -102
2.3	regulation 168(2)(h)	Policies and procedures are required in relation to providing a child-safe environment

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

Quality Improvement Plan for Q2

Summary of strengths for QA2

Strengths	<p>2.1.1 Each child's health and needs are consistently supported, monitored and promoted.</p> <p>2.1.2 Every child's wellbeing and need for comfort is provided for and there is a range of opportunities for both individuals and groups that effectively meet each child's need for rest and relaxation.</p> <p>2.1.4 Preventative steps are evident in controlling the incidence and spread of infectious diseases. In addition, the management of injuries and illness accords with recognised guidelines and best practice regarding these issues is embedded in the everyday program.</p> <p>2.2.1 The "Eat a Rainbow" program, is embedded into our start of year programming to encourage healthy eating and wellbeing. Dancify (body awareness and movement) program to continue this year in term 3.</p> <p>2.3.3 Regular practices of emergency procedures implemented twice each term (one per group) to encompass all children and staff.</p>
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Key improvements sought for QA2

Standard/element [number]	2.2.1 Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	
	Identified issue	Revise food policy in relation to encouraging healthy eating as well as sustainable packaging of lunch and snack foods. Implement greater emphasis on sustainability in everyday life and reflect it in the ongoing programme. We are no longer providing bins for lunch and snack rubbish, it goes home with the children. Organic food waste is the only rubbish we are collecting. Term 1 curriculum focus on recycling and 'where does our rubbish go' to support the new procedures.
Standard/element [number]	2.1.1	
	Identified issue	Build on from the Eat a rainbow program on the half day Wednesday sessions to focus on health and wellbeing through intentional teaching in relation to physical activity and cooking healthy food with community members.
Standard/element [number]		



Identified issue	
Standard/element [number]	
Identified issue	

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.2.1	Review our healthy food policy, ensuring that healthy eating is promoted and food and drink provided are nutritious and appropriate for each child.	M	Parent Voice (governing council) to review healthy eating policy. Recommendations to be available to whole Preschool community. Implement processes to ensure all stake holders have an opportunity to contribute.	Updated policy reflects Right Bite principles.	Policy updated by end of term 2.	
2.2.2	Physical activity and body movement and awareness is promoted. Expand the Dancify programme to 4 sessions for each group in term 3.					
2.3.4	Child Protection Curriculum woven into our focus area so it isn't all in one block, in terms 2 and 3.		Involve families in cooking during Wednesday sessions with a small group of children. Focus on health and wellbeing, body movement and awareness. – mobile science incursion 'bony bodies' and Dancify program, Child Protection Curriculum	Children are participating appropriately in program. All children participate in their own way.	Cooking with families from term 2 after 'Eat a Rainbow' program has ended. Term 3 for Dancify program, Child Protection Curriculum terms 2 & 3.	
<p>ACTIONS:</p> <p>Review our healthy eating policy. Cooking healthy foods with families in small groups, Term 3 'Dancify' body movement/ active program. Child Protection Curriculum terms 2 & 3 interconnected with other learning experiences.</p>						

Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

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

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

Standard/element	National Law (section) and National Regulations (regulation)	
3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104	Fencing and security
3.2.2	regulation 105	Furniture, materials and equipment
3.1.1	regulation 106	Laundry and hygiene facilities
3.1.1	regulation 107	Space requirements—indoor
3.1.1	regulation 108	Space requirements—outdoor space
3.1.1	regulation 109	Toilet and hygiene facilities
3.1.1	regulation 110	Ventilation and natural light
3.1.1	regulation 111	Administrative space
3.1.1	regulation 112	Nappy change facilities
3.2.1	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.3	regulation 115	Premises designed to facilitate supervision
3.1.2	regulation 116	Assessments of family day care residences and approved family day care venues
3.1.1	regulation 117	Glass (additional requirement for family day care)

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

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths	<p>3.2.1 Outdoor and indoor spaces are designed and effectively organised to engage every child in quality experiences involving the build and natural environments. The spaces provide flexibility to respond to children’s individual needs, development, self-initiated play and exploration.</p> <p>3.2.2 Resources, materials and equipment are sufficient in number, organised in ways that extend every child’s participation in the program and are consistently used in numerous ways.</p> <p>3.3.2 Children are actively involved in being environmentally responsible and supported to continue this involvement within the program and the broader community.</p>
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Key improvements sought for QA3

Standard/element [number]	3.2.1 Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.	
	Identified issue	Children need safe access to resources to drive their own learning experiences. We will be continuing our work from 2016 in this area.
Standard/element [number]	3.3.1 Sustainable practices are embedded in service operations.	
	Identified issue	Further development of the centre's vegetable patch, with increased involvement of the children in regards to planting and cultivating produce. Use produce in our weekly cooking when possible.
Standard/element [number]		
	Identified issue	
Standard/element [number]		
	Identified issue	

QUALITY AREA 3: PHYSICAL ENVIRONMENT

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
3.2.1	To provide a creative, flexible and engaging play environment in both the indoor and outdoor learning environment. In consultation with our Parent voice committee develop a sustainability policy.	H	Programming open – ended activities with a variety of resources to allow children to drive the focus of their learning and engage deeper into their interests.	Children with high level of engagement and degree of autonomy in their indoor and outdoor play.	From the beginning of the year, monitoring throughout the year and implementing change when necessary.	
3.3	Support children to respect their learning environments through awareness of sustainable practices.	M	Further develop our vegetable patch with children actively planting, harvesting and cooking our produce.	Children demonstrating respect for equipment and living things.		
<p>ACTIONS:</p> <p>Collect open ended materials, loose parts –implement new storage and structure of resources to give children better access and more choice in which resources to support and extend their own play.</p> <p>Regularly engage in learning experiences in the centre’s vegetable patch.</p>						

Quality Area 4: Staffing arrangements

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

Quality Area 4: Standards and elements

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

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

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulation 169	Offence relating to staffing arrangements
4.1	regulation 118	Educational leader
4.1	regulations 119–120	Age and supervision requirements
4.1	regulations 121–124	Minimum number of educators required

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulations 125–128	Educational qualifications for educators
4.1	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1	regulations 137–143	Approval and determination of qualifications
4.1	regulation 144	Family day care educator assistant
4.1	regulations 145–15	Staff and educator records—centre-based services
4.1	regulation 153	Register of family day care educators
4.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
	Related requirements	
4.1	section 161	Offence to operate education and care service without nominated supervisor
4.1	section 162	Offence to operate education and care service unless responsible person is present
4.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1	regulations 46–54	Supervisor certificates
4.2	regulation 55	Quality improvement plans
4.1	regulation 168(2)(i)	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.

Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths

4.1.1

Educator to child ratios and qualification requirements are maintained at all times, and the organisation of educators contributes to a high quality learning and care environment for children.

4.2.1

Professional standards are embedded in practice, interactions and relationships and this promotes positive relationships, and a safe and predictable environment both for children and adults.

4.2.2

Educators and staff consistently demonstrate a high level of collaboration. They affirm, challenge, support and learn from each other to continually improve skills to enhance practice and relationships.

4.2.3

Interactions consistently demonstrate mutual respect, equity and recognition of each other's strengths and skills ,promoting a positive atmosphere within the service,

Key improvements sought for QA4

Standard/element [number]	4.2.2 Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.	
	Identified issue	Implement discussions regarding Children's ILP's into fortnightly staff meetings and introduce all staff/staff meetings 1-2 times a term to increase communication in regards to team programming and monitoring children's learning achievements.
Standard/element [number]	4.2.3 Interactions convey mutual respect, equity and recognition of each other's strengths and skills.	
	Identified issue	Where possible implement group Professional development to enhance mutual understandings and to facilitate deeper discussions of relevant issues.
Standard/element [number]		
	Identified issue	
Standard/element [number]		
	Identified issue	

QUALITY AREA 4: STAFFING ARRANGEMENTS

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	<p>That staff work collaboratively to achieve common goals.</p> <p>That we maximise opportunities to share information, plan and develop common understandings and objectives.</p>	M - H	<p>More comprehensive minutes to be taken from staff meetings to support the staff members who don't attend meetings to easily access information discussed.</p> <p>Staff to work as a cohesive team to implement, evaluate and redesign strategies for recording information for individual children in both groups (ILP's).</p> <p>Weekly staff meetings on Wednesday after children finish the session focus on housekeeping issues. Fortnightly staff meetings and 3 times a term all staff/staff meetings to discuss tracking and monitoring children through their ILP's.</p> <p>Utilise the Wednesday half day for educators to reflect, plan and program.</p> <p>Group professional development where possible to facilitate deeper discussion and understanding.</p>	<p>All staff feel they are a connected, valued member of the team.</p> <p>All staff are aware of and have a voice in current planning, programs, changes and relevant information on children and families</p>	ongoing	
<p>ACTIONS:</p> <p>All staff to have some involvement in record keeping. All staff to implement, review, reflect and redesign where appropriate documentation strategies.</p> <p>Information that all staff need to be aware of is documented through a staff meeting template, staff record concerns or topics needing discussion weekly. Every staff member is encouraged to participate and have their voice heard. More comprehensive minutes need to be taken of the meetings so that staff members not present at the meetings have better access to both the information discussed and who the relevant person to go to about discussion is. All staff/staff meetings implemented 1-2 times a term for comprehensive discussions regarding children's ILP's.</p>						



Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

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



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

Standard/element	National Law (section) and National Regulations (regulation)	
5.2	section 166	Offence to use inappropriate discipline
5.1, 5.2	regulation 155	Interactions with children
5.2	regulation 156	Relationships in groups
	Related requirements	
5.1, 5.2	regulation 73	Educational program
5.1, 5.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1, 5.2	regulation 162(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

Quality Improvement Plan for QA5

Summary of strengths for QA5

	<p>5.1.1 Interactions with each child are consistently warm, responsive and build trusting relationships that promote.</p> <p>5.1.2 Every child is consistently encouraged and supported to engage with educators in meaningful, open interactions that enhance the acquisition of skills for life and learning.</p> <p>5.1.3 Each child is consistently included in the program and displays confidence and security.</p>
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Strengths	<p>5.2.1 Collaborative learning opportunities are effectively facilitated and every child is consistently supported to work with, learn from and help others.</p> <p>5.2.2 Each child is consistently encouraged and supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</p> <p>5.2.3 The dignity and rights of every child are consistently supported and promoted at all times.</p>
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Key improvements sought for QA5

Standard/element [number]	5.1.2 Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.	
	Identified issue	Staff to support the children to build their identity as a learner and to incorporate more child voice into the programme through redesigned learning spaces that facilitate deeper engagement.
Standard/element [number]	5.1.3 Each child is supported to feel secure, confident and included.	
	Identified issue	Encourage children to access their own portfolios, engage with the wall displays and show their work to their families, tracking



	their learning journey and promoting their sense of belonging,
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Standard/element [number]	
Identified issue	

Standard/element [number]	
Identified issue	

QUALITY AREA 5:
WITH CHILDREN

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.1 5.1.3 5.2.3 5.1.2 5.2.1	That children and families feel valued and accepted with a strong sense of belonging reflected in their relationships with the educators.	H	<p>Families to make a poster about them to be shared in small groups then displayed on walls at the beginning of the year.</p> <p>Wall displays are used to make the learning visible to children and families.</p> <p>Use the sharing about your child sheets to learn more about each child and develop first goals for the child's ILP.</p> <p>Organise a family acquaintance evening at the beginning of the year..</p> <p>Educators spend quality time with each child – listen to them and have meaningful conversations.</p> <p>Using children's voice as the foundation for documentation of learning. Children and families encouraged to regularly look through the portfolios support the child to build their identity as a learner,</p> <p>Early term 1 parent meetings with each family provides 1:1 opportunities to discuss and plan for children's development.</p>	Children and parents feel part of the Preschool community and have a sense of belonging.	From beginning of the year, then ongoing.	
<p>ACTIONS</p> <p>Support families to make family posters to share and display</p> <p>Share portfolios with the parents and the children. Send them home end of term 2 with a reflective sheet for parents to fill in.</p> <p>Parent teacher chats early term 1 to set learning goals with the families.</p>						

RELATIONSHIPS



Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

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



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

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



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

Quality Improvement Plan for QA6

Summary of strengths for QA6

Strengths	
	<p>6.1.1 There is an effective enrolment and orientation process based on active communication, consultation and collaboration with families that supports all families.</p>
	<p>6.1.2 Families are offered a range of opportunities to be actively involved and are encouraged to significantly contribute to service decisions.</p>
	<p>6.1.3 Comprehensive and current information about the service is provided to families in an accessible format.</p>
	<p>6.2.1 The expertise of families is actively sought and valued and they have the opportunity to share in decision-making about their child's learning and wellbeing and contribute to the service program.</p>
	<p>6.3.1 Links with relevant community and support agencies are well established and maintained consistently.</p>



- 6.3.2
Continuity of learning and transitions for each child are systematically promoted by sharing relevant information, clarifying responsibilities and building collaborative strategies with relevant stakeholders.
- 6.3.3
Inclusion and support assistance is consistently facilitated, ensuring each child is able to participate fully in the program.
- 6.3.4
The service establishes effective relationships and actively engages with their local community.

Key improvements sought for QA6

Standard/element [number]	6.2.2 Current information is available to families about community services and resources to support parenting and family wellbeing.	
	Identified issue	Implement inclusion into Skool bag app and website of community resources to ensure easy and quick access for all families to information regarding not only the centre programme, news and events but also community resources.
Standard/element [number]	6.1.2 Families have opportunities to be involved in the service and contribute to service decisions. Families have opportunities to be involved in the service and contribute to service decisions.	
	Identified issue	Design our own parent survey to gain parent insight into areas of our practise and program that are more relevant to our context. Introduce our 'One Little Thing' program where all family have an opportunity to contribute if and how they want to.



Standard/element [number]		
	Identified issue	
Standard/element [number]		
	Identified issue	

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.2.2	<p>To develop a strong sense of belonging.</p> <p>Develop strong transition program with Willunga Primary School, strengthening relationships and providing a robust program to support resilience in all children.</p> <p>To develop a more obvious and user friendly parent information area.</p> <p>Develop and distribute our own parent survey</p>	H	<p>Start the year off with families providing us with a poster about their child for display.</p> <p>Work in consultation with Principal of Willunga Primary to continue to develop a supportive and sustainable program for continuity of learning across the sectors.</p> <p>Investigate strategies that encourage parents to feel more comfortable about sharing ideas and feedback. Introduced 'Just one Thing 2017' to give families a range of opportunities to take a role in supporting the Preschool.</p> <p>Progressively update parent information board</p> <p>Provide updated, recent and appropriate information to parents through the parent information area.</p>	<p>Parents' feedback re the information they are receiving.</p> <p>Minimal complaints.</p>	Ongoing	
<p>ACTIONS:</p> <p>Regularly maintain up to date information and include community resources on Skoolbag app and linked website. Develop parent survey with consultation with the governing council. Develop and implement Preschool to Primary School transition program.</p>						

Quality Area 7: Leadership and service management

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

Quality Area 7: Standards and elements

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



	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
	Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

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

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



	Related requirements	
7.1.5	regulation 14	Application for provider approval by individual
7.1.5	regulation 15	Application for provider approval by person other than an individual
7.1.5	regulation 16	Matters relating to criminal history
7.2.3	regulation 31	Condition on service approval - Quality improvement plan
7.1.5	regulation 46	Application for supervisor certificate
7.2.1, 7.2.3	regulations 55-56	Quality improvement plans

Quality Improvement Plan for QA7

Summary of Strengths

Strengths	<p>7.1.3 Every effort is made to provide continuity of care with use of regular relievers, both ECW's and teachers. Current staff and our own regular relievers are used whenever possible.</p> <p>7.3.2 Efficient and effective administration systems are implemented and reviewed to maintain organised and efficient practices.</p> <p>7.2.2 Twice yearly PDR sessions are held between Director and all staff.</p>
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Key improvements sought for QA7

Standard/element [number]	7.1.4 Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.	
	Identified issue	Director to be involved in Partnership 'Deepening the Learning' Professional learning team to plan ways of improving pedagogical practise to drive learner achievement.
Standard/element [number]	7.2.3 An effective self-assessment and quality improvement process is in place.	
	Identified issue	Review healthy eating policy and Criminal history screening policy in consultation with Governing council (Parent Voice) and the Preschool community.
Standard/element [number]		
	Identified issue	
Standard/element [number]		
	Identified issue	

QUALITY AREA 7: LEADERSHIP AND SERVICE MANAGEMENT

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.3.1	<p>Increase understanding and practices regarding developing greater achievement in literacy and numeracy for all our students</p> <p>- Healthy eating policy and criminal history screening policy to be reviewed and updated so that they are clear, contextual and readily available.</p>	H	<p>Whole staff team to attend Professional Development with the Partnership Powerful Learning summit and Di Siemon training.</p> <p>Use research and resources developed through engagement with the Partnerships 'Deepening the Learning' Professional Learning Team (PLT) to support teacher development of effective teaching practice, with the focus on Mathematical and Numeracy learning.</p> <p>Support staff in the implementation of new documentation strategies.</p> <p>0 Support staff in implementing Preschool indicators of literacy and numeracy.</p> <p>Allocate specific times with staff/parents to re write policies. Refer to requirements as per DECD and ACEQA.</p>	<p>Positive involvement and feedback from parents and educators.</p> <p>That procedures are easy to follow.</p>	-Ongoing. -	

ACTIONS:

Director is chairperson of the Partnerships 'Deepening the Learning' PLT.
 Include parents and stakeholders in the development of policies and procedures.
 Regular Performance Development plans are done/reviewed/updated and entered on the system.

