

# Lake Wangary Preschool Centre Quality Improvement Plan



Government of South Australia  
Department for Education and  
Child Development



## Service details

<b>Service name</b>	<b>Service approval number</b>
LAKE WANGAY PRESCHOOL CENTRE	6630
<b>Primary contact at service</b>	
<b>Nola Purslow</b>	
<b>Physical location of service</b>	<b>Physical location contact details</b>
Street: 150 Main Suburb: Wangary State/territory: SA Postcode: 5067	Telephone: 86854150 Mobile: 0437815084 Fax: 86855060 Email: <a href="mailto:nola.purslow860@schools.sa.edu.au">nola.purslow860@schools.sa.edu.au</a>
<b>Approved Provider</b>	<b>Nominated Supervisor</b>
Primary contact: Nola Purslow Telephone: 86854649 Mobile: 0437815084 Fax: Email: <a href="mailto:nola.purslow860@schools.sa.edu.au">nola.purslow860@schools.sa.edu.au</a>	Name: Telephone: Mobile: Fax: Email:
<b>Postal address (if different to physical location of service)</b>	
Street: C/O Post Office Suburb: Wangary State/territory: SA Postcode: 5607	

# Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time		0830	Weeks 2 & 6 0830	0830			
Closing time		1530	1530	1530			

## Additional information about your service

Our service has changed this year with the introduction of Same Start Date. 2014 families will have access to 600 hrs of preschool over one year. Two full days each week plus an additional two days each term on a Wednesday of weeks 2 & 6. Staff meet each Monday for two hours for planning and programming. Director has three hours admin each Monday at the preschool.

Thirteen children are enrolled, Seven girls, six boys. One Aboriginal Early Entry.

Eighty five % of children access the preschool via one of three primary school buses. One from the small fishing and tourist town of Coffin Bay, another from the rural farming community of Coultas and another from a Farming area closer to Port Lincoln Wanilla, and Mount Dutton Bay a small fishing and tourist area on the way to Farm Beach. This year the greatest percentage of our children access the Coffin Bay bus.

Our centre works closely with the Primary school which is situated across a road.

Playgroup is offered at the Preschool each Friday from 10 – 12 and a in the Coffin Bay Hall each Monday from 10 –12

How are the children grouped at your service?

All children may attend two full days per week.

Staff rotate each week to plan to work indoors or outdoors

Transition for 2015 school enrolments occurs each term in weeks 2 & 6

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

Approved Provider: Nola Purslow

Early Childhood Worker: Nell McRostie

## Service statement of philosophy

Lake Wangary Preschool Centre provides a caring, secure, respectful and healthy environment, for children, their families, educators and the community.

- We believe children learn through play in a social context.
- We believe children learn best when educators are attuned to children's thoughts and feelings and give priority to nurturing relationships.
- We believe all children have the capacity to succeed regardless of circumstances and abilities.
- We value genuine partnerships with families and respect them as children's first and most influential teachers.
- We value shared communication with the community.
- We value and respect diverse cultures and customs within our community.

# 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>An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.</b>	
	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.
<b>Standard 1.2</b>	<b>Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.</b>	
	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

<b>Strengths</b>	
<b>1.1.1</b>	Training and development around using The Early years learning Framework, Belonging, Being & Becoming and associated curriculum documents has enhanced our knowledge and understandings of and the planning curriculum cycle. As staff became familiar with the documents, our knowledge and skilled developed which improved our ability to set up processes for planning and programing. Our curriculum decision making became focussed on the learning outcomes for individual children. Staff developed a greater understanding of the principles and practices underlying pedagogy.
<b>1.1.2</b>	Information about the child and their family is gathered through the enrolment process. Our package contains a child profile sheet and conversation or interview with parents provides information about their child’s current knowledge, ideas, culture, abilities and interests. Each term parents are rostered on for ‘Parent Help’. During this time parents are encouraged to share information about their child and given the opportunity to question staff and express their child’s opinions about preschool.
<b>1.1.3</b>	Our program and daily routines are organised to promote learning through uninterrupted free play, choices to join in routines such as preparation of morning snack and fruit time, setting up activities, choosing songs and books for group times and helping at pack away time. Children learn to take responsibility for their own health and safety and how to care for their own belongings as well as those of their peers and the preschool.
<b>1.1.4</b>	Parents are provided with a Portfolio each term which documents information about the curriculum, various assessments, learning stories, each terms excursion, special events, such as caring for a joey, and many photos to celebrate each child’s achievements.
<b>1.1.5</b>	Staff place importance on having conversations with individual children throughout each day to assess their social and emotional needs and how to support the development of their interests and provide positive learning outcomes.
<b>1.1.6</b>	Close observations of individual children and their social groups enable staff to develop the child’s confidence to make choices that influence their daily life and their ideas of the world around them.
<b>1.2.1</b>	Individual Learning Plans are based on parent information, assessment and observation data. Literacy and Numeracy assessment guides much of Individual These plans are discussed regularly at staff meetings up dated each term and recorded in each child’s portfolio. The ILP is used for plan daily activities and intentional teaching.
<b>1.2.2</b>	Activities are planned with an intended outcome of recording the child’s voice. For example “Do you feel safe at Kindy? What do you want to learn at Kindy? What do you know about going to school? What does ‘The Environment’ mean to you?”
<b>1.2.3</b>	With an average enrolment of 14 children staff know each child well and discuss their development regularly. Each day staff are able to provide resources based on current assessment.

## Key improvements sought for QA1

Element 1.1.4	The documentation about each child's program and progress is available to families.	
	Parent Survey response to provide information about program	Recording of information from families Information to all families about the educational program Relevant records about each child's program and progress in a format that can be shared with families
1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	

## 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
1.1.4	The documentation about each child's program and progress is available to families.	M	Information to all families about the educational program via newsletters, portfolios, web page, meetings, formal and informal. Relevant records about each child's program and progress in a format that can be shared with families. Review info in enrolment pack	Feedback from parents via notes, conversations, meetings and survey response	Term 3 2014	Review information in enrolment pack Term plans are published on white board inside Kindy, in newsletters each term, overview of curriculum included in each child's portfolio. Feedback is sort from families about the curriculum, program and portfolio each term. Parent Survey sent home term 3 week 3
1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.		Use RRR to assess our teaching practice and children's learning using a variety of methods to collect data. Use EYLF Outcomes to plan for assessment Progress Indicators from Literacy & Numeracy Strategic Plan used to develop assessment program	Improvement of systems to collect data on children's learning and how we analyse the information to make judgements is evident through use of RRR and included in our planning process	Term 4 2014	Term 1- Day Book: document daily activities of children and program and its used for curriculum decision making that extends children's learning

## 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 is promoted.</b>	
	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.
<b>Standard 2.2</b>	<b>Healthy eating and physical activity are embedded in the program for children.</b>	
	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.
<b>Standard 2.3</b>	<b>Each child is protected.</b>	
	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

<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
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

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

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

## Quality Improvement Plan for Q2

### Summary of strengths for QA2

Strengths	
2.1.4	Information is placed in newsletters, community centres, web page and in communication books with concerning infectious diseases, illnesses or contagious conditions that are currently in the preschool or community. All incidents, injuries, traumas or illness are recorded and note sent home to parents.
2.2.2	Planning sessions consider a variety of resources to encourage active and quiet play. Active play is encouraged when deemed safe by outside staff. Outdoor under the deck is always offered in rainy weather. Impromptu exercise and relaxations sessions are conducted when children require. Soft fall has been placed under 'climbing tree' to encourage children to extend their skills and consider the risks involved.
2.3.2	Each time activities are set up a risk assessment is conducted. If hazards are identified they are recorded in 'Hazard Report' book and actioned at staff meetings.
2.3.3.	Emergency Evacuation and Invacuation is practiced regularly. Fire Policy and Procedures are updated annually with Primary School. Communication with Primary School Principle to plan and practice Fire Drill to Safe Refuge, occurs every 1 <sup>st</sup> and 4 <sup>th</sup> terms.

## Key improvements sought for QA2

Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	
	Healthy food for lunch	Resources for families on healthy eating and where to get further information

## Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	M	Resources for families on healthy eating and where to get further information Activities planned to increase children's understanding of how different foods are good for them. Challenge parents to provide unprocessed foods in lunch boxes	Children will notice they have 'healthy food' in their lunch box. Families will support Preschool drive to promote healthy choices made for their children	Term 3 2014	Term 1 - Healthy Eating Policy in enrolment package Information in newsletter encouraging parents to send food low in sugar and salt and awareness of sugar in processed foods.

## 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 and location of the premises is appropriate for the operation of a service.</b>	
	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.
<b>Standard 3.2</b>	<b>The environment is inclusive, promotes competence, independent exploration and learning through play.</b>	
	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.
<b>Standard 3.3</b>	<b>The service takes an active role in caring for its environment and contributes to a sustainable future.</b>	
	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
	<b>Related requirements</b>	

	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

<b>Strengths</b>	
<b>3.1</b>	Preschool is located in renovated three bedroom house which has had walls removed. Space has capacity for 15 students. Improvements over a twenty year period include indoor storage, child size toilet, disabled access and toilet, sand pit, cubby house, covered deck area, large storage shed, vegetable garden, paving and shade structures.
<b>3.1.3</b>	Children are able to access indoor and outdoor areas freely during play sessions.
<b>3.2</b>	Staff plan and programme for indoor and outdoor activities. Activities and resources promote open ended outcomes, appropriate for age and abilities, free exploration and learning through play. This is particularly relevant to our centre as at times we are over capacity or have a high percentage of three year old children.
<b>3.3.2</b>	The culture at our centre has been influenced by staff and volunteers, who have a passion for environmental sustainability and a great interest in native flora and fauna. Every day staff utilise their knowledge and skills to teach children how they can help care for the environment and why it is so important. We recycle can's and bottles as a fundraiser, use recycled paper and collage for activities, scraps go in the chook bucket, we share fruit and vegetables from our garden at snack time and grow sunflowers for the birds and bees. The curriculum promotes appropriate resources for teaching children about energy use and themes such as learning about endangered species.

## Key improvements sought for QA3

<b>Standard/element 3.2.1.</b>	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
Assess learning in centres play areas	Play areas provide children with opportunity to explore and engage with social and physical play

# 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
3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.	M	Assess learning in centres play areas using RRR	Staff will analyse data from RRR and make judgements on quality of engagement by children both outdoor and indoor	Term 3	

## 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</b>	<b>Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing.</b>	
	Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
<b>Standard 4.2</b>	<b>Educators, co-ordinators and staff members are respectful and ethical.</b>	
	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

<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
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

<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
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
	<b>Related requirements</b>	
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	<p>Two staff, Director and ECW are employed at centre at all times. Current staff have been employed continuously at our centre for the past seven years which provides predictability for our community. Extra staff have been employed when enrolments increase above 22 Support staff are employed to utilise funded hours to the best advantage. All staff qualifications have been updated by required dates. Relief staff have always been employed when required. Annual training and development is attended as required.</p>
4.2	<p>Staff are familiar with code of practice and understand the importance of confidentiality.</p>
4.2.2, 4.2.3	<p>Regular staff meetings provide opportunity for staff to address any problems or concerns as well as celebrate achievements. Informal discussions at the end of every day between staff allow small issues to be addressed and inform each other about individual children and discuss issues raised concerning daily program and curriculum..</p>

## Key improvements sought for QA4

<b>Standard/element 4.2.2</b>	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.
<b>Documentation of staff training</b>	Document how new information and innovation ideas and approaches are gathered, shared and enacted upon.

## 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	Staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships	M	Document how new information and innovation ideas and approaches are gathered, shared and enacted upon.	Staff will have documented the information they have gained through training and development and how they have shared it with staff.	Term 3	Term 1- Training and development discussed at staff meetings.

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## Quality Area 5: Relationships with children

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

### Quality Area 5: Standards and elements

<b>Standard 5.1</b>	<b>Respectful and equitable relationships are developed and maintained with each child.</b>	
	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.
<b>Standard 5.2</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.</b>	
	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
	<b>Related requirements</b>	
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

<b>5.1</b>	Relationships with children and their families are of the highest importance to our operations of care and education for children. Implementation of EYLF and development of Personal and Site Statement of Philosophy have been developed We respect each child as an individual, with their own family customs and culture. We respect parents as the child's first and most important educator and endeavour to develop close relationships with families.
<b>5.1.1</b>	We use positive verbal and non-verbal language and endeavour to communicate at the individual child's level. We assist parents and children to become comfortable with the preschool environment and provide an individual program for each child's transition to and from preschool. Staff support each other to be positive role models for parents and children, by using appropriate language and showing respect and understanding for their skills and interests.
<b>5.1.2</b>	Staff attended training "Circle of Security" which developed our understanding of the importance of positive relationships with children. This enables

	us to help each child feel a sense of security and belonging. Staff work with a small group of children on a regular basis, which provides the opportunities to scaffold individual learning and promote, encourage and teach independent life skills such as, using toilet, packing away lunch box, putting name on work and saying “Stop, I don’t like it”.
<b>5.1.3</b>	All children have a picture of themselves on the wall and where they hang their bag. Children are encouraged to display their work and given the opportunity to ‘Show and Tell’ at group time.
<b>5.2.2</b>	Staff discuss and model appropriate language children can use to talk and communicate with staff and each other. The tone of voice, body language and how we need to talk and listen to each other to solve conflicts.
<b>5.2.3</b>	Staff keep each other informed of any conflict, lack of respect or unfair behaviour and address it through individual or group discussions. Topics for group role play, stories and games are included in programme to reinforce positive attitudes and develop processes for children to gain successful resolution of conflicts.

## Key improvements sought for QA5

<b>Standard/element</b> <b>5.2.2.</b>	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
<b>Behaviour Management</b>	Develop assessment and documentation of the ways we help children and parents identify issues. Provide resources for developing strategies to resolve conflicts and have successful outcomes for all. Process for reporting to families.

# 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
5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	M	Develop assessment tools to record processes used by staff and families	Each child will have data recorded about their abilities to engage in cooperative play, respect for others, express their feelings confidently and constructively, and resolve disagreements with other.	Term 3	

## 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 supportive relationships are developed and maintained.</b>	
	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
<b>Standard 6.2</b>	<b>Families are supported in their parenting role and their values and beliefs about child rearing are respected.</b>	
	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.
<b>Standard 6.3</b>	<b>The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.</b>	
	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

<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
6.1, 6.2, 6.3	regulation 157	Access for parents
	<b>Related requirements</b>	
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
<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	

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	
6.1.1	Director has close relationship with Playgroup coordinators and attends playgroup sessions each term. New families are made to feel welcome and the knowledge they have of their children is valued. Children are encouraged to attend orientation sessions before they are enrolled at preschool where staff develop a positive relationship with the family and with each child. Parents are provided with an enrolment package which includes information about the daily routines, governing council, policies and feedback sheet about their child's interests and capabilities.
6.1.2	Most children attend our centre via a bus thus, we encourages parents to drop in for a visit whenever they can. Parents are placed on a 'Parent Help Roster' each term which gives them the opportunity to get to know staff, their child's friends and become familiar with the learning environment. Informal discussion with parents about their child's development provides feedback for staff, to further develop the relationship with each child's family and their community.
6.1.3	All parents are encouraged to attend Management Committee meetings twice per term. The agenda includes NQS and QIP as well as a Director's report keeping them up to date with EYLF curriculum, staff training and developments and enrolment information.
6.2	A newsletter is put out twice (or when required) each term which will provide all relevant and current information about the centre. We often use the newsletter to ask for feedback on the curriculum and current interests, learning and other home events. A Communication book is provided for each child to enhance the two way communication with each family.
6.3.1	Our centre created strong links with support agencies during 2011 and 2012, as we supported the family of a child with Down Syndrome, make a successful transition from home to school.
6.3.2	Each term a transition program is developed with the support of the primary school principle and R/1 teacher. Regular visits to and from the school provide a smooth transition for all children throughout the year. A Transition Program is sent home to each family.
6.3.3	When required, our centre, staff and families are well supported with regular visits by disability coordinator, speech pathologist and occupational therapist. CAFHS nurse attends kindy most terms and regular visits to Playgroups. They are able to help source further information as required.
6.3.4	Our centre is well supported by the Primary School. We have access to their library, gym, playground, use of photocopier and join in activities and special events whenever possible. We work together to provide safe refuge during the fire season and safe bus travel for our children. Director and Principle meet regularly and attend Leadership Days together. Our centre has had a good relationship over a number of years with other community members. We encourage the Family Day Care Provider to bring her group to the centre for visits. We have regular visits from volunteers who tend our garden, help with fundraising and maintain equipment. Our local bus drivers and cleaner/gardener all demonstrate a keen interest in our centre and the welfare of our children. Community members with special talents and experiences are invited into our centre to enhance our program.

## Key improvements sought for QA6

<b>Standard/element 6.1.1</b>	There is an effective enrolment and orientation process for families.
<b>Improve orientation and enrolment process</b>	Updated Orientation or Transition processes required for Same Start Date

## Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.1	There is an effective enrolment and orientation process for families.	H	Updated Orientation or Transition processes required for Same Start Date	Preschool Staff, Families and Community will have a copy of updated Orientation and Transition policies and documents.	Term 3	Term 1- discussions held with staff, R/1 teachers and School Principle
6.1 6.2 6.3	Storage of records and other documents	M	Review current storage facilities Information about what records need to be stored and for how long Improve storage facilities	Information about records to be kept has been sourced. We have sorted through old records and collated those that need to be kept Storage space has been improved	Term 4	

## 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

<b>Standard 7.1</b>	<b>Effective leadership promotes a positive organisational culture and builds a professional learning community.</b>	
	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.
<b>Standard 7.2</b>	<b>There is a commitment to continuous improvement.</b>	
	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.
<b>Standard 7.3</b>	<b>Administrative systems enable the effective management of a quality service.</b>	
	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
	<b>Related requirements</b>	

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

<b>Strengths</b> 7.1.1	Consistency of staff employed at preschool
7.2	<p>Training and development undertaken to investigate and understand Statement of Philosophy. Personal performance plans reviewed with Assistant Director and completed. They demonstrate recognition of training and development commitment to profession.</p> <p>Self- Assessment process undertaken in 2011.</p> <p>Policies updated 2013</p> <ul style="list-style-type: none"><li>• Transition</li><li>• Behaviour Management</li><li>• Excursion</li><li>• Sun Protection</li><li>• Emergency Evacuation</li><li>• Enrolment and Orientation</li><li>• Healthy Eating</li><li>• Performance &amp; Development</li></ul>

## Key improvements sought for QA7

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.
Performance evaluation	Staff require regular and relevant feedback about their performance

## Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.3.5.	The performance of staff members is evaluated and individual development plans are in place to support performance improvement.	M	Staff will be involved in planning the process for assessment and time will be provided for them to receive relevant feedback about their performance	Staff will be happy with process used to provide them with worthwhile feedback on their performance.	Term 3	Term 1- Staff discuss PPP at staff meeting Discussion with Line Manager about process to be used.