



Australian Children's
Education & Care
Quality Authority

Appendix 2: Quality Improvement Plan template

OCTOBER 2011

Service details

Service name	Service approval number
Augusta Park Childhood Services Centre	30 (approval for 35 per session)
Primary contact at service	
Sonya Gee-Davis	
Physical location of service	Physical location contact details
Street: 2 Bailey Street Suburb: Port Augusta State/territory: South Australia Postcode: 5700	Telephone: 86423399 Mobile: Fax: 86410136 Email: dl.6605_leaders@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Department for Education and Child Development Telephone: Mobile: Fax: Email:	Name: Sonya Gee-Davis Telephone: 86426160 Mobile: 0429169616 Fax: 86410136 Email: dl.6605_leaders@schools.sa.edu.au
Postal address (if different to physical location of service)	
Street: PO Box 585 Suburb: Port Augusta State/territory: South Australia Postcode: 5700	

Operating hours

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

For centre-based services, this does not include non-contact hours for staff. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. Round times to the nearest quarter of an hour.

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8:30	8:30	8:30	8:30	8:30	Closed	Closed
Closing time	15:15	15:15	15:15	15:15	11.30	Closed	Closed

Additional information about your service

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

Provide additional information about your service—parking, school holiday dates, pupil-free days etc.

There are two main parking areas situated on site. One has designated parking for educators. The preschool operates under the set terms in South Australia. Annually the centre has two pupil-free days centred on professional development activities.

How are the children grouped at your service?

Main options include: Option 1: Monday (Full Day 6.75) and Tuesday (Full Day 6.75). Option 2: Wednesday (Full Day 6.75) and Thursday (Full Day 6.75). Odd weeks option 1 has a Friday morning 3 hour session and even weeks option 2 has a Friday morning 3 hour session.

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

Nominated Supervisor: Sonya Gee-Davis

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

No. of educators:

Service statement of philosophy

Please insert your service's statement of philosophy here.

Attached –word web and descriptive statements

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

- Use the Belonging, Being and Becoming (The Early Years Learning Framework for Australia) to direct our program and planning.
- Integrating Reflect, Respect, Relate.
- Intentional teaching strategies in place to focus on the development of Numeracy and Literacy and implementation of the agreed program
- Plans in place for children accessing Preschool Support Program.
- Negotiated Education Plans developed for specific children requiring such documentation.
- Individual Learning Plans in place for Aboriginal children
- Set routines in place to assist learning – fruit time, group time, lunch time and indoor/outdoor times.
- Portfolios in place for all children – learning stories, work samples, checklists and photos.

- Program highlights specific activities and experiences based on a theme approach.
- Regular whole staff meetings in place to develop the program but also to critically reflect on children's learning and development to direct next week's program.
- Assessment and reporting practices in place: Statement of Learning and Progress Report.
- Spontaneously follow children's interests and curiosity.
- Newsletter distributed to parents/caregivers highlighting curriculum delivery.
- Facebook used to share curriculum delivery.
- Links formed with a range of agencies and professionals to support children's development.

Strengths

The South Australian approved document Belonging, Being and Becoming (The Early Years Learning Framework for Australia EYLF) is used to direct the centre's program and planning. Observation scales from the Reflect, Respect, Relate are used to reflect on practice.

Educators use comprehensive planning and programming strategies to ensure each child's learning and development is maximised and engagement levels are high. Children's interests and curiosity are followed spontaneously and such information is reflected in the program. Assessment and reporting practices are in place to direct the program and planning and track children's learning and development. There are Individual Learning Plans and Preschool Support Plans in place for children requiring such documentation. Portfolios depict children's learning journey including photos, work samples, checklists and learning stories. This documentation is available for parents to view.

Set routines are in place each day to teach specific skills including group times, fruit time, lunch time and indoor and outdoor times. These transitional times help the children to develop a range of independence as well as learning to cope in different social settings. During indoor and outdoor times children actively engage in the activities and experiences provided. Educators direct children to specific planned activities to enhance skills, abilities, knowledge and interests.

Parents are provided with a copy of the centre's newsletter. This documentation highlights the curriculum delivery and provides practical activities for parents to work through with their children to facilitate links between home and preschool. Also, where appropriate practical activities are distributed to link with curriculum provision.

Strong links are established with a range of agencies and professionals to support children's development. These include Pika Wiya Health Services, Child and Youth Health Service, Flinders Terrace Health Services and Child and Adolescent Mental Health Services.

Establishment of regular whole staff meeting to focus on program and planning for individuals and groups of children occur each Friday. Critical reflection processes are used to direct the next planning cycle.

Key improvements sought for QA1

Standard/element [number]	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
Identified issue	A whole centre approach in place to improve children's literacy skills, including the use of the oral language agreements.
Standard/element [number]	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
Identified issue	A whole centre approach in place to improve children's numeracy skills with a focus on Executive Functions.
Standard/element [number]	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.
Identified issue	To investigate practical ways of incorporating the RRR into practice.

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.1	A whole centre approach to facilitate the development of children's literacy skills.	H	Program and Planning Reflective practices in place	Children engaged in the activities and experiences provided. Children's communication skills have improved.	Term 1	
1.1.1	A whole centre approach to facilitate the development of children's numeracy skills with a focus on Executive Functions.	H	Professional Learning Program and Planning Whole Port Augusta/Quorn Partnership approach Reflective practices in place	Educators understand what Executive Functions means. Educators are able to use different 'Questioning' techniques. Children engaged in the activities and experiences provided. Children's numeracy skills have improved.	Term 2	
1.2.3	To investigate practical ways of incorporating the RRR into practice.	M	Identify an area of focus Use of observation scales Reflective practices in place	Implementation of RRR.	Term 2	



Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

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



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

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



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



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

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

Quality Improvement Plan for Q2

Summary of strengths for QA2

- Each child has an enrolment form completed before attending the site.
- Promote healthy practices – hygiene, brushing teeth, blowing nose, washing hands (before eating and after the toilet), healthy eating and sun safety.
- Health care plans in place for children requiring such documentation including asthma, anaphylaxis, epilepsy, toileting.
- Rest time routine scheduled at the end of lunch time.
- Notifications of infectious diseases are following through appropriately as outlined in ‘You’ve Got What?’ – 4th Edition – 2009.
- Notification signs for main gate area to inform of infectious diseases and anaphylaxis conditions.
- Appropriate ratios are adhered to.
- Lunch boxes are kept in the fridge to control the temperature.
- Drink bottles are placed on a trolley and kept inside to control temperature.
- WH&S processes in place to ensure safety and prevent hazards – policies, electrical testing, safety inspection checklists, hazard management, risk assessment, purchasing processes, health care management, induction etc.
- Emergency practices are in place for both internal and external procedures.



- Accidents and injuries are reported as required depending on degree of severity (site level/IRMS).
- Provide a range of physical activities for children to actively engage in both spontaneously and planned.
- Educators have responding to abuse and neglect, first aid training, anaphylaxis training, asthma training and criminal screening clearance. Some educators have completed Child Protection Curriculum training.

Strengths

Set policies and procedures are in place at the preschool to ensure the children's health and safety are promoted and safeguarded at all times. Enrolment forms are completed before a child attends the site to ensure appropriate information is obtained. If a child requires a health care plan this is developed before attendance so adequate training and development can be in place for educators.

The curriculum delivery focuses on teaching skills to promote healthy lifestyles such as sun safety, healthy eating, brushing teeth, hygiene, toileting, washing hands, blowing nose etc. Routines are in place to provide for children's needs such as rest time after lunch time. Also, fruit times (morning and afternoon) and lunch scheduled each day.

Children are encouraged to participate in physical activities spontaneously and planned. This includes explicit teaching of specific skills such as fundamental movement skills. Planned activities are provided within the outdoor environment to promote engagement and interest.

Notifications of infectious diseases/Anaphylaxis conditions are displayed on the notice board to inform parents. Set processes in relation to infectious diseases are followed as outlined by the 'You've Got What?' – 4th Edition – 2009. Educators follow appropriate protocols if a child presents with signs of an infectious disease. Notification signs are used to inform parents of an occurrence of an infectious disease and a child diagnosed at risk of anaphylaxis.

At all times children are adequately supervised both indoors and outdoors. Additional educators are employed to support the learning and development of children and ensure ratios are adhered to.

Business Manager is used to track, monitor and complete WH&S requirements within set timeframes. These include site specific policies, electrical testing, safety inspection checklists, hazard management, risk assessment, purchasing processes, health care management, induction process etc.

An emergency plan is in place for the evacuation of the building, external threats and in the event of a town-wide emergency. These procedures are practices on a regular basis each term to ensure children and educators are clear of the expectations.

All educators are trained in responding to abuse and neglect, anaphylaxis, asthma and first aid. Most educators have completed Child Protection Curriculum training.



Key improvements sought for QA2

Standard/element [number]	Element: 2.2.1 Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
Identified issue	Promotion of healthy lifestyles

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	Promoting healthy lifestyles	H	Implement strategies at the site level Promote to families	Education of children and families	Term 2	

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

- Facilities both indoors and outdoors are presented to a high standard.
- Capacity (30 children/approval for 35 children for 2014) has been assessed based on the space and toilet facilities.
- Learning areas are established within the indoor and outdoor learning environment to accommodate small groups of children.
- Appropriate fencing is installed within the outdoor learning environment to ensure the safety of the children.
- The outdoor environment is aesthetically pleasing with a range of built structures, natural vegetation and open space.
- Adequate shade is available outdoors including trees, shelter and veranda.
- Appropriate safety inspections (daily and quarterly) are conducted to eliminate hazards and keep the site well maintained.
- A cleaner and gardening service are employed to ensure the site is clean and tidy.
- The site has been modified to accommodate wheelchair access and changing facilities.
- Wide ranging resources, materials and equipment are available on the site both natural and manmade.
- A range of gardens have been established in the outdoor environment to create concrete learning opportunities such as herb, vegetable, bush tucker, fruit and native.

- Sustainable practices are in place such as recycling and water conservation.

Strengths	<p>The site's facilities indoors and outdoors are well maintained and presented to a high standard. Procedures are in place to complete regular safety checklists to identify hazards and address within set timeframes. The site has been modified to accommodate wheelchair access and change room facilities.</p> <p>The outdoor environment has a range of permanent structures, natural vegetation and open space. A high amount of energy has been directed towards creating an appealing and engaging outdoor learning environment where learning is meaningful and concrete. Some of the unique attributes include a turtle enclosure, gardens (vegetables, fruit, herb, bush tucker and native), sensory path and wiltja (traditional shelter). There is sufficient shade due to trees and shade structures. The area is adequately fenced to ensure safety of children.</p> <p>The indoor environment consists of a main area, office, toilets, change room and storeroom. It has heating and cooling systems situated in the main room, office and back area. There is adequate lighting in each area to support visibility. The furniture is modern in appearance, consisting of both adult and child sized. A wide range of resources both natural and manmade are available to support children's learning and development. The capacity is thirty children based on the space and toilet facilities. This year there has been approval from the previous Regional Director to increase the capacity to 35 children.</p> <p>A cleaner is employed through Randstad to clean the site every night from Monday through to Friday. During vacation periods a range of tasks are completed as directed by the Preschool Director. A gardening service (Jim's Mowing) is accessed each fortnight to mow lawn area and complete a range of general tidying up tasks. Augusta Garden Centre is also employed to concentrate primarily on the development of garden areas.</p> <p>During day to day operations educators ensure areas are kept tidy, clean and orderly to comply with WH&S requirements. They also are actively involved in the gardening activities to impart respect and responsibility to children.</p> <p>It has been a focus to create learning areas both indoors and outdoors to accommodate small groups of children. This increases the opportunity for children to socialise, establish friendships and engage in imaginative play skills.</p>
------------------	--

Key improvements sought for QA3

Standard/element [number]	Element: 3.1.1 Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
Identified issue	Installation of a platform area within the sandpit.

Standard/element [number]	Element: 3.1.1 Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
Identified issue	Installation of external clear blinds under veranda
Standard/element [number]	Element: 3.3.1 Sustainable practices are embedded in service operations.
Identified issue	Curriculum focus on sustainable practices.
Standard/element [number]	Element: 3.2.2 Children are supported to become environmentally responsible and show respect for the environment.
Identified issue	Curriculum focus on caring and contributing positively to our environment.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.1	Installation of a platform area within the sandpit.	M	Budget allocation to be set	Completion	Term 4	
3.1.1	Installation of external clear blinds under veranda	M	Budget allocation to be set	Completion	Term 4	
3.3.1	Curriculum focus on sustainable practices.	M	Identified as a curriculum focus Program and Planning	Sustainable practices in place Document	Term 2	
3.2.2	Curriculum focus on caring and contributing positively to our environment.	M	Identified as a curriculum focus Program and Planning	Recycling practices in place Document	Term 2	

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

- Appropriate educator-to-child ratios are adhered to – full time Director, full time teacher and full time early childhood worker.
- Additional educators in place to implement specific programs – preschool support program and bilingual program.
- Teachers have appropriate early childhood qualifications.
- All Early Childhood Workers have completed Certificate 3 or are working towards the set requirements.
- Educators have the following qualifications: responding to abuse and neglect, first aid, asthma, anaphylaxis and child protection curriculum.
- Educators adhere to an appropriate code of conduct set out by the Department for Education and Child Development which guides practice, interactions and relationships.
- A strong team ethos is in place to support, challenge, improve practice and learn from others.
- Mutual respect is maintained in all levels of interactions.

Strengths

Educators are employed based on the resource entitlement of the centre. Currently the centre is entitled to a full time Director, full time Teacher and full time Early Childhood Worker. Additional educators are employed to implement specific programs including the preschool support program and bilingual program. Staff meetings occur Friday afternoons enabling all staff to attend.

Teachers have appropriate early childhood qualifications as approved by the Department for Education and Child Development. All Early Childhood Workers have Certificate 3 qualifications or are working towards these requirements. Other qualifications for all educators include first aid, anaphylaxis, asthma, Child Protection Curriculum and responding to abuse and neglect.

There is an appropriate code of conduct adhered to by educators which guide practice, interactions and relationships. This information is outlined to educators as part of the induction process.

Educators are employed who meet the criteria of the job and person specifications as set out by the Department. Some of the generic skills include effective communication skills, conflict resolutions skills, knowledge of child development and working collaboratively within a team.

Key improvements sought for QA4

Standard/element [number]	
Identified issue	

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



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

- Educators interact with children in a respectful and appropriate manner.
- A strong emphasis is to build strong relationships with children and their families.
- Spontaneous and meaningful interactions occur throughout the day to increase children's learning and development.
- Each child is provided the necessary care to feel secure and confident.
- Activities are provided in the form of one-on-one, small group and large group.
- Assessment and reporting practices are in place to support the learning and development of each child.
- Behaviour plans are developed if children require such documentation.
- Focus on the development of specific social skills.
- Expectations are made clear and concise for children to understand.

- Educators ensure children are treated with dignity and respect at all times.

Strengths	<p>Educators interact with children in a respectful and dignified manner at all times. Each child is supported to feel secure and confident within the preschool environment in order to reach their optimum development. Assessment and reporting practices are in place which clearly identifies children's strengths, interests and areas to be focussed on. Behaviour plans are developed if such documentation is required to be in place. It is a priority to get to know each child as an individual from a unique family setting. Activities are provided in a number of forms such as on a one-to-one basis, small groups and large groups. Children are encouraged to access a wide range of activities to facilitate their learning and development of specific skills.</p> <p>Educators engage in spontaneous and meaningful interactions with children on a constant basis. Children are encouraged to develop appropriate social skills to interact with both peers and adults. Set routines are in place to provide a variety of social settings for children to experience. The expectations at these times are outlined clearly and concisely for children to understand.</p>
------------------	--

Key improvements sought for QA5

Standard/element [number]	
Identified issue	

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



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

- Enrolment process in place.
- Enrolment package developed to distribute to families.
- Early Years System used to manage enrolments, waiting lists, bookings and reports associated.
- Website developed to provide information pertaining to services available.
- Governing Council structure in place – meetings held once a month (week 3 and 8 of each term).
- Parents/Caregivers are encouraged to become involved in informal (curriculum provision such as activities or experiences) and formal ways (Governing Council).
- Distribution of a newsletter to inform parents of curriculum delivery, important dates, policies and procedures, events scheduled and celebrations.
- Celebrations which occur such as involvement in community events, open days and family nights.
- Notice board is updated to provide information concerning a range of topics related to the Early Years, information about other community services
- Displays show an array of learning experiences with linkages to the EYLF.



- Links established with Pika Wiya Health Services, Children Youth and Women's Health Services and Flinders Terrace Health Services.
- Access support services through a set referral process.
- Refer families to relevant support services available to assist children's learning and development such as Occupational Therapist, Physiotherapist, Paediatrician, Child Development Unit, Dietician and Child and Adolescent Mental Health Service.
- Documentation is shared with parents such as portfolios, assessment and reporting practices, Individual Education Plans (Children Under the Guardianship of the Minister), Individual Learning Plans (Aboriginal Children), Learning Plans (Preschool Support) and Negotiated Education Plans.
- Involve local community in a range of ways to build strong connections – set projects, guest speakers, training and development, educational focus.

Strengths

An enrolment process has been established to ensure families are informed about important aspects of service delivery. Parents are given an enrolment package which includes an enrolment form and information booklet. Parents can also access information about the services through the website and by attending an information session. The Early Years System is used to manage enrolments, bookings, waiting lists, data and reports associated.

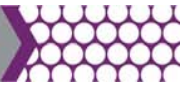
Families are encouraged to become involved in the centre through both informal and formal situations. A Governing Council structure is in place to encourage involvement in the centre and contribute to service decisions. The Annual General meeting occurs at the beginning of the year and then there are scheduled meetings twice a term (week 3 and 8 of each term). Parents and other community members are encouraged to contribute to our learning journey through avenues such as sharing specific skills, assisting with set projects, being a guest speaker, providing training and development opportunities and educational presentations. Celebrations occur such as involvement in special community events, open days and family nights.

A centre newsletter is provided to parents to inform them of curriculum delivery, important dates, policies and procedures, events scheduled and celebrations. This is also used to promote ways of becoming involved in the centre. A front notice board is used to provide information concerning a range of topics related to the Early Years, information about other community services and reminders and notifications. A range of documentation pertaining to children's learning and development is shared with parents through portfolios, assessment and reporting practices and the development of specific plans.

Children's work samples are displayed on notice boards to visually show parents the learning outcomes which have transpired. The displays are supported with statements from the EYLF. Also, we have a designated area to share curriculum provision in display books. This provides an opportunity to share learning achievements and depict the array of experiences provided.

The centre has established strong links with a range of early childhood services to improve outcomes for children and their families. These include Pika Wiya Health Services, Children Youth and Women's Health Services and Flinders Terrace Health Services.

A referral process is in place through the department to support children with special needs. A form is completed by the Preschool Director and a



parent outlining areas of concern. Once a form is submitted appropriate services become involved to support access and participation in the preschool curriculum. It also may allow the allocation of preschool support hours to provide a more coordinated approach. If a child presents with a disability and/or developmental delay or concern pertaining to behaviour, parents are referred to relevant support services available in the local community to assist development such as Child Development Unit, Occupational Therapist, Physiotherapist, Paediatrician, Dietician and Child and Adolescent Mental Health Service.

Key improvements sought for QA6

Standard/element [number]	Element 6.3.4 The service builds relationships and engages with their local community.
Identified issue	To actively engage families and the community in the preschool.

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
6.3.4	Involving families and community in the preschool.	H	Identify ways of involving families and community	Increased involvement in informal and formal ways	Term 2	

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

- Governing Council in place to provide governance and to manage the service.
- Whole team meetings scheduled on Friday afternoons.
- Informal and formal meetings are scheduled regularly to discuss pertinent topics.
- Induction process occurs for educators and volunteers.
- Permanency has been allocated to two educators (Early Childhood Workers) to provide continuity.
- One year contracts offered to teaching staff to provide continuity.
- The Preschool Director position is appointed through a merit selection process. The tenure is in place until January 2019
- All educators (Preschool Director, Teachers and Early Childhood Workers) employed at the site have to meet set requirements as set out by the Department for Education and Child Development.
- Development of a statement of philosophy involving all educators.
- Improvement plan has been developed outlining contextual information, strengths and areas to be improved.

- A performance management process is in place to develop each educator's performance and enhance learning for improvement.
- Confidential records are stored in an appropriate manner to ensure confidentiality.
- Attendance and enrolment records are managed appropriately.
- Archiving of inactive documentation occurs on a regular basis.
- A range of administration systems are used to ensure the effective operation of the service: Early Years System, WH&S Business Manager, Financial Analysis and Budgeting System, Incident and Response Management System, Human Resources Management System.
- Departmental policies and procedures are followed in the operation of the site including serious incidents, grievances, complaints, and operational procedures.
- Site specific policies and procedures are available on site and reviewed regularly.

Strengths

There are clear governance arrangements in place to ensure the centre is managed appropriately. A Governing Council is elected at the beginning of each year which includes a Chairperson, Secretary, Treasurer and Committee Members. The staffing arrangements for the site are formally managed through the Department for Education and Child Development – Human Resources. All educators meet the minimum requirements as set out by the Department. The Preschool Director is appointed through a merit selection process for a tenured period of time. Other educators are appointed through local selection processes in place. It is a priority to promote continuity of high performing educators at the site to benefit the overall delivery of services, and most importantly for children and their families.

To develop a collaborative and unison working team to improve practices whole staff team meetings are scheduled each week. Other formal and informal meetings occur to discuss pertinent topics. A local induction process has been developed to ensure educators and volunteers are informed about basic operational procedures. A performance management process is in place to develop each educator's performance and enhance learning for improvement. A statement of philosophy has been developed involving all educators to guide all aspects of the service operations. The improvement plan outlines contextual information, strengths and areas to be further developed.

A range of administration systems are used to ensure the effective operation of the service including Early Years System, WH&S Business Manager, Financial Analysis and Budgeting System, Incident and Response Management System and Human Resources Management System. Such systems allow the management of data and information pertinent to the site in a confidential manner. Other documentation held on site is managed in an appropriate and secure manner. Inactive documentation is archived regularly in an allocated location.

Set departmental policies and procedures are followed in the operation of the site including serious incidents, grievances, complaints and operational procedures. A range of local policies and procedures have been developed and reviewed regularly.

Key improvements sought for QA7

Standard/element [number]	
Identified issue	

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