



Australian Children's
Education & Care
Quality Authority

Appendix 2: Quality Improvement Plan template

OCTOBER 2011

Service details

Service name	Service approval number
Flinders View School Based Preschool	SE-00010356
Primary contact at service	
Anna Nayda (Principal)	
Physical location of service	Physical location contact details
Street: Chinnery Street Suburb: Port Augusta State/territory: South Australia Postcode: 5700	Telephone: 8642 5866 Mobile: 0417 819 706 Fax: 8642 3406 Email: dl.1396.Admin@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Trish Strachan - DECD Telephone: Mobile: Fax: Email:	Name: Anna Nayda Telephone: 8642 5866 Mobile: 0417 819 706 Fax: 8642 3406 Email: dl.1396.Admin@schools.sa.edu.au
Postal address (if different to physical location of service)	
Street: PO Box 2277 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	08.35	08.35	08.35	08.35	Closed	Closed	Closed
Closing time	15.00	15.00	15.00	15.00	Closed	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.

Parking is available on Chinnery Street and entrance to the Preschool is through the school.

Flinders View School Based Preschool runs during the same term times as the school and follows DECD school holiday times.

During the year, the Preschool may have pupil free days aligned to the school, allowing staff to attend Professional Development and training sessions.

How are the children grouped at your service?

4 year olds attend 3 full days per week – either Monday, Tuesday & Wednesday OR Tuesday, Wednesday & Thursday

3 Year old Aboriginal children attend 2 days per week on a Monday & Thursday

All staff work with all children on a rotational basis throughout each session

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

Nominated Supervisor – Anna Nayda

Service statement of philosophy

Please insert your service's statement of philosophy here.

Statement of Philosophy

We at Flinders View Preschool aim to provide an environment where all children, families and educators feel welcome and valued. We treat all children, families and educators in a respectful, equitable and caring manner and aim to build strong, trusting and respectful relationships with them in a setting which considers cultural diversity. We work to build positive partnerships with the local community and Support Agencies.

We provide a setting where children have opportunities to develop their potential through both structured activities and play based activities within the indoor and outdoor learning environments. Educators reflect regularly on their planning and evaluation practices in order to maintain a high quality, inclusive and stimulating program for all children.

We encourage and educate children to make healthy eating choices and be active during their time at Preschool in order to develop healthy lifestyles for the future. We recognise the importance of sustainability in today's society and encourage children to recycle materials whenever possible.

Above all we hope that children within our setting are independent, confident and happy and develop the necessary life skills for their future learning.

Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

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

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

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

Quality Improvement Plan for QA1

Summary of strengths for QA1

Strengths	
1.1.2	Each child's interests are planned for and form the basis of the program; these are then documented in a floor book / individual portfolios.
1.1.4	Individual portfolios for each child are readily available for families to access.
1.2.1	All staff are contributing and writing learning stories and this is being approached in a systematic manner.
1.2.2	Educators respond to children's ideas and teaching is intentional and scaffolded to allow all children to participate and extend their learning

Key improvements sought for QA1

Standard/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	Children lack the ability to extend their thinking and communication skills
Standard/element [1.1.2]	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.	
	Identified issue	Limited input from families with regards to the program
Standard/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	Current method of documenting children's progress is very labour intensive with a lot of double handling

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	Extend children's thinking and communication skills	H	Provision of intentional/focussed learning activities. All staff to use the ELL pedagogy when questioning children. Promotion of children's Executive Function Skills. Use of language support programs. Provision of a wide range of literature. Development of small group story sessions.	Children using stop and think skills. Children problem solving. Using a wider range of vocabulary to describe their thinking. Feedback from Speech Pathologist. Children showing interest in and communicating about books.	Ongoing throughout 2017	
1.1.2	Families to actively contribute to the program	M	Child interest survey to be given to families at the start of Terms 1 & 3. Promotion of the suggestion box targeted at children's learning.	Families returning completed surveys. Families providing suggestions.	Surveys given out by Week 2 Ongoing throughout 2017	
1.2.3	Develop a streamlined assessment procedure to collect an document children's learning	M	Use of Preschool indicators assessment sheet. Use of observation slips which are added to children's assessment folders. Use of learning story overview checklist. Commenting termly on key aspects of development.	Ensure information is being gathered for all children. Less work for staff. More evidence of children's learning	Ongoing throughout 2017	



Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

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



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

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



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



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

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

Quality Improvement Plan for Q2

Summary of strengths for QA2

Strengths	
2.1.2	Rest time is implemented and managed to allow children to rest and relax.
2.1.3	Clear nappy change procedure – use of and implemented by all staff.
2.2.2	Staff encourage physical play by providing opportunities and participating in physical play with children
2.3.1	Excellent supervision of children going to the toilet, use of walkie talkies enable staff to communicate with each other
2.3.2	Excellent monitoring of children entering and leaving the premises and monitoring of children whilst using play equipment to ensure safety



Key improvements sought for QA2

Standard/element [2.1.1]	Each child's health needs are supported.	
	Identified issue	Lack of a quick reference guide highlighting medical conditions to new support staff and relief teachers
Standard/element [2.1.1]	Each child's health needs are supported.	
	Identified issue	Not all staff are confident about completing documentation
Standard/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.	
	Identified issue	Not all staff are confident about completing documentation
Standard/element [2.2.1]	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	
	Identified issue	Many children bring unhealthy snacks, lollies and products containing nuts

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.1	Produce a quick reference guide highlighting children's medical conditions	H	Information from enrolment forms is used to identify children with medical conditions. Use of photos of children and information is then used to make a quick reference guide.	Guide is displayed discreetly and all staff are fully aware of it	End Wk3 Term 1 2017	
2.1.1 2.1.4	ALL staff will be confident about completing documentation	H	ALL staff to participate in the completion of documentation rather than it always being the responsibility of the teacher. Explicit teaching by the teacher for all staff.	Feedback from staff. Staff being able to confidently and independently complete documentation.	End Wk5 Term 1 2017	
2.2.1	Children to bring healthy lunch and recess	H	Oral information session for families about healthy food and eating. Explicit information about what can and cannot be provided in lunch boxes. Devise a healthy eating leaflet containing pictorial suggestions of healthy foods. Continue to promote with children through weekly cooking activity. Provide ALL families with recipes on a	Families providing healthy lunches and recess. Families talking to staff about possible food choices. Improved knowledge from children. By end of Term 1 there will be no lollies, chocolate or nut products in lunch boxes.	By end of Term 1 a significant improvement in the provision of healthy lunches/recess. Ongoing throughout 2017	

			weekly basis.			
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Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

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

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

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

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

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths	
3.2.2	Imaginative use of equipment and resources so it can be used in a variety of different ways.
3.3.2	Children are familiar with and use recycling bins to recycle drinks cartons and bottles. Children and staff make active use of a recently installed outdoor pergola area to promote children’s physical play and the veggie garden has been relocated to a separate area.

Key improvements sought for QA3

Standard/element [3.1.1]	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.	
	Identified issue	Impracticality of the existing toilets for use by the children and a not very user friendly nappy change area
Standard/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.	
	Identified issue	No cubby or outdoor seating areas

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	Provision of appropriate nappy change and toileting facilities for children which is currently in the planning stage	H	Continue to liaise with management and facilities in order to facilitate progress	Completed toilets and nappy change area	End Term 1 2017	
3.2.1	Provision of a cubby and outdoor seating area	M	Research on cost of cubbies/Balinese Hut. Look for suitable design for seating options. Get quotes/costings. Arrange for work to be carried out.	A cubby / Balinese Hut will be installed. Appropriate outdoor seating area (both of which will be used by the children)	Research by End Term 1 Quotes by Mid Term 2 Work carried out during Term 2 holidays	

Quality Area 4: Staffing arrangements

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

Quality Area 4: Standards and elements

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

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

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

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

Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths	
4.1.1	All staff have a current first aid certificate and SSOs have all completed Cert III.
4.2.2	Staff work collaboratively together to support each other in order to improve practice and relationships.
4.2.3	Staff are very respectful of each other and use their skills and strengths to support children.

Key improvements sought for QA4

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

Strengths	
5.1.1 & 5.2.1	Staff have built secure and trusting relationships with children and ensure each child's personal needs are met.
5.2.2	Staff support children to manage their behaviour and communicate effectively to resolve conflicts



Key improvements sought for QA5

Standard/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.
Identified issue	Often the 3yr old children get limited opportunities with educators to develop their skills

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
5.1.2	3yr old children have more focussed opportunities to interact with educators	H	All 3yr olds attend on the same day. Focussed Literacy activities in small groups. Small group games supported by staff to encourage turn taking.	Children playing more purposefully either alone or with others. Children will be calmer Children will be more able to share and turntake.	Ongoing throughout Term 1 & Term 2 then review success and adjust if necessary	



Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

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



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

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



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

Quality Improvement Plan for QA6

Summary of strengths for QA6

Strengths	
6.2.1	Staff recognise the importance of families with regards to children's learning and wellbeing and approach families to talk about child's education / support at home and families feel confident about approaching all staff to discuss their child's needs.
6.3.3	The service has built collaborative partnerships with the Special Educator, School Nurse and Speech Pathologist to support the needs of children
6.3.4	The service engages in a termly PLC group with other local services.



Key improvements sought for QA6

Standard/element [6.1.2]	Families have opportunities to be involved in the service and contribute to service decisions.
Identified issue	Families are not actively engaged in the decision making process
Standard/element [6.1.3]	Current information about the service is available to families
Identified issue	Out dated information leaflet about the service

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
6.1.2	Parent Representation on Governing Council	H	Talk to and encourage parents face to face individually. Talk to parents at open evening in Term 1. Put information in Class Newsletter.	Preschool parent representation on Governing Council.	Term 1 2017	
6.1.3	Information leaflet for families to be given out at the beginning of the year and to put in enrolment packs	H	Update current information. Distribute leaflets to families.	Leaflets available for families and enrolment packs. Families will have a clearer understanding about Preschool expectations.	Week 6 Term 1 2017	

Quality Area 7: Leadership and service management

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

Quality Area 7: Standards and elements

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



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

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

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

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

Quality Improvement Plan for QA7

Summary of Strengths

Strengths	
7.1.2	New staff members are provided with support and have opportunity to work with more experienced staff and they feel that the induction process is supportive.
7.1.4	Suitably qualified staff both the co-ordinator and support staff work together to develop the curriculum.
7.2.3	Effective annual review and self- assessment and continual use of QIP.

Key improvements sought for QA7

Standard/element [7.1.1]	Appropriate governance arrangements are in place to manage the service.
Identified issue	Some policies require updating
Standard/element [7.2.1]	A statement of philosophy is developed and guides all aspects of the service's operations.
Identified issue	Update the service Philosophy and ensure it is being used to guide all aspects of the services operations

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
7.1.1	Updated Policy Folder	M	Prioritise which policies need updating. Informal information sessions with families. Discussions with staff. Review Policies. Approval from Governing Council.	Families participate in the process. Updated Policies. Feedback from families	Ongoing Throughout 2017	
7.2.1	Updated Service Philosophy and ensure it is being used to guide the Services day to day operations	M	Look at some Philosophy statements from other sites, compare and highlight with existing Philosophy. Consult with families for their views during the planning and review stage. Analysing each aspect of the Service Philosophy to determine what the site does to achieve each aspect and consult with families.	Families participate in the process. Updated Service Philosophy. Feedback from families.	Ongoing Throughout 2017	