

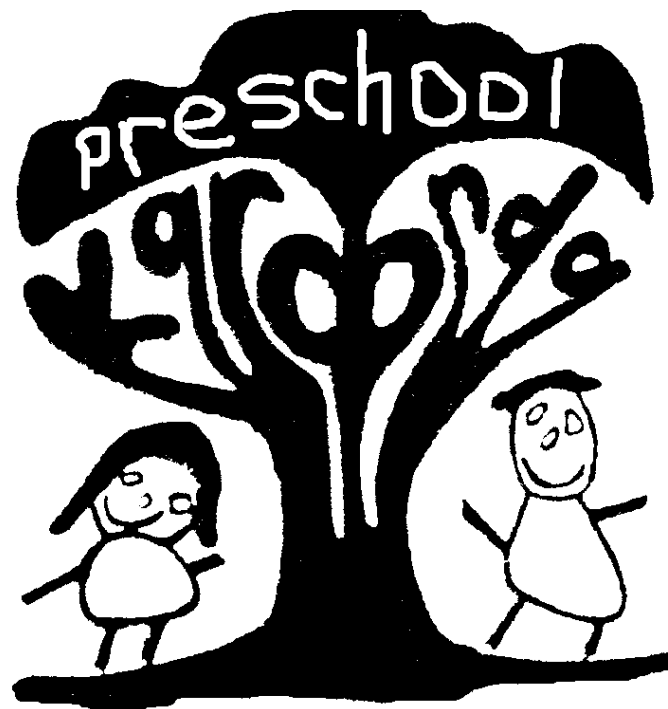


Australian Children's  
Education & Care  
Quality Authority

## **Appendix 2:** Quality Improvement Plan template

OCTOBER 2011

# Karoonda Preschool Quality Improvement Plan



V3 13 May 2013

## Service details

|  |   |
|--|---|
| <b>Service name</b>  | <b>Service approval number</b>  |
| Karoonda Preschool   |   |
| <b>Primary contact at service</b>  |   |
| Ms Trish Winter  |   |
| <b>Physical location of service</b>  | <b>Physical location contact details</b>  |
| Street: North Terrace<br>Suburb: Karoonda77<br>State/territory: South Australia<br>Postcode: 5307  | Telephone: 08 8578 1120<br>Mobile:<br>Fax: 08 8578 1078<br>Email: <a href="mailto:principal@kas.sa.edu.au">principal@kas.sa.edu.au</a>                            |
| <b>Approved Provider</b>   | <b>Nominated Supervisor</b>   |
| Primary contact: Ms Trish Winter<br>Telephone: 08 8226 3463<br>Mobile: 041 123 377<br>Fax: 08 8226 3644<br>Email: <a href="mailto:trish.winter@sagov.au">trish.winter@sagov.au</a> | Name: Mr Daniel Rankine<br>Telephone: 08 8578 1120<br>Mobile:<br>Fax: 08 8578 1078<br>Email: <a href="mailto:principal@kas.sa.edu.au">principal@kas.sa.edu.au</a> |
| <b>Postal address (if different to physical location of service)</b>   |   |
| Street: North Terrace<br>Suburb: Karoonda<br>State/territory: South Australia<br>Postcode: 5307  |   |

## 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 | 08:30  | 08:30   |           | 08:30    |        |          |        |
| Closing time | 12:00  | 15:15   |           | 15:15    |        |          |        |

## 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 in the school carpark.

School holiday dates are: June 30<sup>th</sup> – July 15<sup>th</sup>

New Principal appointed at the school on Monday 23<sup>rd</sup> April 2012

How are the children grouped at your service?

All of the 4 year old children enrolled at the service attend for the 2½ days

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

Nominated Supervisor - Daniel Rankine – Principal Karoonda Area School

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.

### For the Children

*We believe:*







-  That each child is a unique individual and develops at their own pace
-  Children learn most effectively through play & hands on experiences
-  That working with families in partnership enhances children's learning & wellbeing

*We aim to provide this by:*

-  Ensuring children are safe, physically & emotionally
-  By providing an environment that is safe and child orientated
-  Providing a variety of learning experiences appropriate to their developmental needs which supports the holistic development of a child – social, emotional, physical, intellectual.
-  Being respectful of each individual and the family they come from (social, physical, gender, religion, race)
-  Encouraging caring relationships with staff, & other children




### For Parents and Families

*We aim to support parents/carers & families in their role as primary care givers & educators by:*



-  Warmly welcoming them into our preschool, and providing a friendly, safe, caring environment in which parents can confidently leave their children
-  Sharing information with parents/carers about their children and the preschool program
-  Providing information about services for families and children
-  Reflecting the values of the diverse family & cultural backgrounds of individual children
-  We value involvement & participation and encourage open communication.
-  Valuing privacy & confidentiality

### For the staff

*We aim to create an environment that is positive & mutually supportive for staff by:*

-  Creating a safe working environment in accordance with Occupational Health & Safety requirements
-  Supporting continued learning as professionals
-  Providing appropriate resources which reflects our diverse world

*To ensure the provision of quality children's services, our staff will work as a team to:*

-  Provide a friendly, caring, safe & secure environment
-  Value the uniqueness of each child, parent/care provider & staff

- ✎ Display effective communication with children & adults
- ✎ Demonstrate skills & knowledge of child development
- ✎ Be a positive role model for children
- ✎ Share a commitment to the Preschool goals & philosophy

*Our Staff will be required to behave in a professional manner & at all times maintain confidentiality.*

## Values

At Karoonda Area School and Preschool we value:

### **Respect**

*We believe in a healthy learning community in which we respect property and accept everyone's contribution*

### **Honesty**

*We believe in the value of honesty by all in the community*

### **Success**

*We believe that being consistent in rules and expectations sets up for success*

## Vision

All students reach their full potential and develop skills for successful life-long learning





## Quality Area 1: Educational program and practice

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

### Quality Area 1: Standards and elements

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

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

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

## Quality Improvement Plan for QA1

### Summary of strengths for QA1

|                  |   |
|------------------|---|
| <b>Strengths</b> | <p>The documentation we collect for each child records their progress through a variety of methods eg individual learning plans (ILPs), weekly program, profile books, parent and child questionnaires, photographic record of each child, support program for children with extra needs, information gathered on enrolment (eg child profile), communication books, observations. We build evidence of a child's development from when they enrol until the child finishes preschool. The evidence is recorded in various ways such as: written observations and anecdotes, photographs, learning stories and speech and language screening tools. A collection of the children's work and overviews of the program are kept in a profile book which is available for the children and families. The program and routine is varied to cater for individual children's interests and needs. Much of the children's work is displayed with links to EYLF outcomes.</p> |
|------------------|---|

## Key improvements sought for QA1

|                                  |  |  |
|----------------------------------|--|--|
| <b>Standard/element</b><br>1.1.1 | Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, and confidence as learners and effectiveness as communicators. |  |
|                                  | <b>Identified issue</b>  | Assessment and data collection processes need to reflect links to EYLF learning outcomes; including ILPs, observations, learning stories, and programming and planning for assessment.               |
| <b>Standard/element</b><br>1.1.2 | Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.   |  |
|                                  | <b>Identified issue</b>  | Children's voice currently not being utilised to the full extent to contribute to developing programming and planning. Cultural diversity is not strongly reflected in program due to rural context. |
| <b>Standard/element</b><br>1.1.4 | The documentation about each child's program and progress is available to families.  |  |
|                                  | <b>Identified issue</b>  | The monthly/weekly program is not currently available to parents.  |
| <b>Standard/element</b><br>1.2.1 | Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.   |  |
|                                  | <b>Identified issue</b>  | Evidence of the cycle of planning, documenting and evaluating is not evident. Data collection methods are limited.   |



## 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            | Planning and assessment is guided by and linked to the EYLF outcomes                      | H                | <ul style="list-style-type: none"> <li>Use EYLF to link observations to ILPs</li> <li>Link assessment observations to EYLF outcomes</li> <li>Further develop learning stories</li> <li>Develop proformas for assessment and data collection</li> <li>Inform families about EYLF</li> </ul>                  | <ul style="list-style-type: none"> <li>All planning and assessment is linked to EYLF and parents are informed.</li> </ul>  | <ul style="list-style-type: none"> <li>End Term 2 2012</li> </ul> | End term 3 – further development of observations and learning stories required<br>Staff would like to access T&D<br>2013 – all planning and assessment is linked                                     |
| 1.1.2            | Includes children's interests, needs and abilities in curriculum planning and programming | H                | <ul style="list-style-type: none"> <li>Develop strategies to include and document children's voice to contribute to planning</li> <li>Draw on community cultural diversity in planning</li> </ul>   | <ul style="list-style-type: none"> <li>Children and families have regular opportunities to contribute to planning and programming.</li> </ul>  | <ul style="list-style-type: none"> <li>End Term 2 2012</li> </ul> | End term 3 – children and parents are consulted about their interests and planning/programming is guided by these interests  |
| 1.1.4            | Documentation about the program and child's progress is available to families             | H                | <ul style="list-style-type: none"> <li>Display the term and weekly program</li> </ul>   | <ul style="list-style-type: none"> <li>Families read, comment on and contribute to the program</li> </ul>  | <ul style="list-style-type: none"> <li>End Term 2 2012</li> </ul> | Term 2 Week 4 program is displayed each week   |
| 1.2.1            | Evidence of the planning cycle<br>More methods of data collection being used              | H                | <ul style="list-style-type: none"> <li>Develop strategies for each area of the planning cycle</li> <li>Use TROLL to collect data on children's literacy</li> <li>Use of RRR to collect data on engagement and wellbeing</li> <li>Development of a method for children to reflect eg Our Day book</li> </ul> | <ul style="list-style-type: none"> <li>Planning cycle is in use and working effectively</li> <li>TROLL is being used to assess children's literacy</li> <li>RRR is being used to inform staff about children's engagement and wellbeing</li> <li>Children and staff use the Our Day book to reflect</li> </ul> | <ul style="list-style-type: none"> <li>End Term 3 2012</li> </ul> | End 2012 – planning cycle established<br><br>TROLL is being used to assess literacy<br><br>End term 3 – RRR has not yet been used<br><br>Our Day Book (class reflection) being used from Term 2 2012 |

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

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

### Quality Area 2: Standards and elements

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

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

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

| 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   |



|                                 | <b>Related requirements</b> |  |
|---------------------------------|-----------------------------|--|
| 2.3.3                           | regulation 160              | Child enrolment records to be kept by approved provider and family day care educator   |
| 2.1.1, 2.3.2, 2.3.3             | regulation 161              | Authorisations to be kept in enrolment record  |
| 2.1.1, 2.1.4, 2.3.2, 2.3.3      | regulation 162              | Health information to be kept in enrolment record  |
| 2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.3 | regulation 168              | Education and care service must have policies and procedures   |
| 2.1.3, 2.2.1, 2.3               | regulation 168(2)(a)        | Policies and procedures are required in relation to health and safety, including matters relating to:<br>(i) nutrition, food and beverages, dietary requirements; and<br>(ii) sun protection; and<br>(iii) water safety, including safety during any water based activities; and<br>(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:<br>(1)(b) an incident, injury, trauma and illness record as set out in regulation 87<br>(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:<br>(1)(b) an incident, injury, trauma and illness record as set out in regulation 87<br>(1)(c) a medication record as set out in regulation 92 |

## Quality Improvement Plan for Q2

### Summary of strengths for QA2

|                  |   |
|------------------|---|
| <b>Strengths</b> | <p>The preschool program shows evidence of providing for children’s health and physical activity, not just in the preschool but also in planned Kindergym and physical education lessons. A strong sense of health and wellbeing is promoted through daily fruit times, healthy cooking lessons and discussions and activities about food and nutrition. Information is provided to parents on healthy eating, physical activity and child development. Children are supervised at all times, any accidents are recorded appropriately, staff make a note about changes in collection of children, the preschool is cleaned regularly, staff have relevant first aid qualifications, staff are trained in reporting abuse and neglect and there are child-safe locks on cupboards containing dangerous items. Regular emergency drills are held with the school. Regular safety/maintenance checks are recorded in the OHSW folder.</p> |
|------------------|---|

### Key improvements sought for QA2

|   |  |
|---|--|
| <b>Standard/element</b><br>2.1.1, 2.1.4 | Each child’s health needs are supported.   |
| <b>Identified issue</b>                 | There is currently no copy of the infectious diseases document “You’ve Got What?” available at the preschool.<br>There is currently no process for administration of medication. |

|                                  |  |  |
|----------------------------------|--|--|
| <b>Standard/element</b><br>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. |  |
|                                  | <b>Identified issue</b>  | The toilet area does not provide privacy for children when using the toilet.                                   |
| <b>Standard/element</b><br>2.1.3 | Effective hygiene practices are promoted and implemented.  |  |
|                                  | <b>Identified issue</b>  | Regular toy cleaning is not included on the OHSW maintenance schedule.   |
| <b>Standard/element</b><br>2.2.2 | Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.                           |  |
|                                  | <b>Identified issue</b>  | The program does not currently contain evidence of planning for individual children's physical activity needs. |
| <b>Standard/element</b><br>2.3.1 | Children are adequately supervised at all times.   |  |
|                                  | <b>Identified issue</b>  | Three separate areas at the preschool make it difficult to maintain full supervision at all times.             |
| <b>Standard/element</b><br>2.3.2 | Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.                              |  |
|                                  | <b>Identified issue</b>  | Cupboards with hazardous items in them are not adequately labelled or secured.                                 |

## Improvement Plan

| Standard/<br>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<br>2.1.4       | Infectious diseases book available at preschool.<br>Process developed for administration of medication. | M                | <ul style="list-style-type: none"> <li>Purchase or download "You've Got What?"</li> <li>Develop a process for administration of medication</li> </ul> | <ul style="list-style-type: none"> <li>"You've Got What?" available at the preschool</li> <li>Process for administration of medication in policy folder</li> </ul> | May 2012        | May 2012 – "You've Got What?" available in Staff Share & in Preschool office<br>Policy in folder                        |
| 2.1.2                | Children's needs for privacy during toileting are respected   | M                | <ul style="list-style-type: none"> <li>Investigate ways to provide privacy in the toilet area</li> </ul>  | <ul style="list-style-type: none"> <li>The toilet is a private area</li> </ul>   | End Term 2 2012 | Children not able to enter toilet when in use – groups use Demac toilets  |
| 2.1.3                | Regular toy cleaning is included on the maintenance schedule  | M                | <ul style="list-style-type: none"> <li>Investigate requirement for regular toy cleaning and include on OHSW maintenance schedule</li> </ul>           | <ul style="list-style-type: none"> <li>Regular toy cleaning occurs as per the maintenance schedule</li> </ul>  | End Term 2 2012 | End Term 1 2012 regular toy cleaning has been included on the maintenance schedule – to be done at the end of each term |
| 2.2.2                | Physical activity is planned for individual children  | H                | <ul style="list-style-type: none"> <li>Include individual planning for fine and gross motor on the program</li> </ul>                                 | <ul style="list-style-type: none"> <li>Individual planning for fine and gross motor is included in the program</li> </ul>  | End Term 2 2012 | Planning for fine and gross motor is considered in the program  |
| 2.3.1                | Better supervision of the three areas   | H                | <ul style="list-style-type: none"> <li>Partial removal of the wall between the 2 rooms</li> </ul>   | <ul style="list-style-type: none"> <li>A larger doorway between the 2 rooms and all areas are adequately supervised</li> </ul>                                     | 2013            | Term 1 2012 Plans have been discussed with the district facilities manager  |
| 2.3.2                | Safe storage of hazardous items in correctly labelled cupboards   | H                | <ul style="list-style-type: none"> <li>Labels and locking devices put on cupboards</li> </ul>   | <ul style="list-style-type: none"> <li>Cupboards containing hazardous items are securely locked and labelled</li> </ul>  | May 2012        | Cupboards are labelled and hazardous items locked away  |

## Quality Area 3: Physical environment

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

### Quality Area 3: Standards and elements

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

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

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

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

## Quality Improvement Plan for QA 3

### Summary of strengths for QA3

|                  |   |
|------------------|---|
| <b>Strengths</b> | <p>The preschool is well maintained, cleaned regularly and is upgraded on a regular basis. More adequate storage and shelving is gradually being added to the preschool. OHSW records are maintained on a regular basis. All of the area is fenced to provide a safe environment. The children have access to an adequate amount of equipment and resources for promoting learning. The building has a balance of artificial and natural lighting and provides good ventilation. Children are able to choose between indoor and outdoor experiences. Plans are in place to extend the outdoor area and to provide more natural features and to implement sustainable practices.</p> |
|------------------|---|

## Key improvements sought for QA3

|   |  |  |
|---|--|--|
| <b>Standard/element</b><br>3.1.1        | Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.   |  |
|   | <b>Identified issue</b>  | The current outdoor space is not large enough to provide appropriate area per child ratio and does not contain any natural elements. Storage facilities are not adequate. Walls of the preschool contain asbestos.   |
| <b>Standard/element</b><br>3.1.3        | Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space. |  |
|   | <b>Identified issue</b>  | There is currently no wheelchair access (eg ramps) at the preschool.   |
| <b>Standard/element</b><br>3.2.2        | Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.  |  |
|   | <b>Identified issue</b>  | Some areas of the program are lacking in resources eg thematic/dramatic play, building equipment, large outdoor equipment, gardening equipment, storage tubs. Storage of some equipment is inadequate eg outdoor equipment.                                |
| <b>Standard/element</b><br>3.3.1, 3.3.2 | Sustainable practices are embedded in service operations. Children are supported to become environmentally responsible and show respect for the environment.                     |  |
|   | <b>Identified issue</b>  | While some sustainable practices such as recycling are embedded in the preschool program, there is no use of sustainable practices in the outdoor area (eg gardening, composting, worm farm). A sustainability and environmental strategy is not in place. |



## Improvement plan

| Standard/<br>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                | Outdoor area is increased in size. Natural elements eg trees, gardens, water, rocks are added to the outdoor area. Storage facilities are adequate. | H                | <ul style="list-style-type: none"> <li>Develop a plan for increasing the outdoor area</li> <li>Once the area is increased, plan the inclusion of natural elements</li> <li>Investigate and purchase storage cupboards</li> </ul> | <ul style="list-style-type: none"> <li>Outdoor area is increased with natural elements included</li> <li>Children's learning and development is promoted adequately</li> </ul>  | End 2013 | March 2013 – outdoor area extension completed<br>Grant applications for new carpet, painting, cupboards   |
| 3.1.3                | Wheelchair access available   | L                | <ul style="list-style-type: none"> <li>Investigate installation of a ramp</li> </ul>   | <ul style="list-style-type: none"> <li>Children, including those with disabilities, are able to participate in the preschool program</li> </ul>   | End 2013 |   |
| 3.2.2                | A wide range of stimulating resources are available<br>Outdoor equipment is stored in an appropriately sized shed                                   | L                | <ul style="list-style-type: none"> <li>Request an increase in the preschool budget</li> <li>Purchase appropriate equipment and storage boxes</li> <li>A larger shed is built in the outdoor area</li> </ul>                      | <ul style="list-style-type: none"> <li>Children participate in a rich program</li> <li>Equipment is stored appropriately and is easily accessible</li> <li>A new shed is built and is easily accessible</li> </ul>          | End 2012 | March 2013 – shed is built, equipment stored and easily accessible, shelving also installed<br>Planning for more interesting objects/areas outdoors |
| 3.3.1<br>3.3.2       | Sustainable practices are embedded in all areas of the program.<br>An environmental and sustainability strategy is developed                        | M                | <ul style="list-style-type: none"> <li>Develop a strategy</li> <li>Once the outdoor area is increased, plan for the inclusion of a garden, compost, worm farm</li> <li>Purchase appropriate equipment</li> </ul>                 | <ul style="list-style-type: none"> <li>Children and parents are aware of the sustainability strategy</li> <li>Children actively care for the environment</li> <li>A garden and associated elements are developed</li> </ul> | End 2013 | Planning with Yr 11/12 Ag re the garden<br>May Coles Junior Landcare grant application lodged   |

## Quality Area 4: Staffing arrangements

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

### Quality Area 4: Standards and elements

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

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

| 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   |
|                  | <b>Related requirements</b>                                  |   |
| 4.1              | section 161  | Offence to operate education and care service without nominated supervisor  |
| 4.1              | section 162  | Offence to operate education and care service unless responsible person is present  |
| 4.1              | section 163  | Offence relating to appointment or engagement of family day care coordinators   |
| 4.1              | regulations 46–54  | Supervisor certificates   |
| 4.2              | regulation 55  | Quality improvement plans   |
| 4.1              | regulation 168(2)(i)   | Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements. |

## Quality Improvement Plan for QA4

### Summary of strengths for QA4

|                  |   |
|------------------|---|
| <b>Strengths</b> | The majority of the staff team holds the appropriate qualifications with one staff member (SSO) working towards Certificate III in Children's Services. The appropriate child to staff ratio is met at all times. Staff are encouraged to undertake any relevant training and professional development. Although some of the staff have only worked at the preschool for just over 12 months, a supportive environment has been established. Staff demonstrate respectful relationships towards each other as well as to the children and parents/carers. |
|------------------|---|

### Key improvements sought for QA4

|                                  |  |   |
|----------------------------------|--|---|
| <b>Standard/element</b><br>4.1.1 | Educator-to-child ratios and qualification requirements are maintained at all times.   |   |
|                                  | <b>Identified issue</b>  | Performance management meetings are not held regularly. One staff member does not hold the necessary qualifications.                                |
| <b>Standard/element</b><br>4.2.1 | Professional standards guide practice, interactions and relationships.   |   |
|                                  | <b>Identified issue</b>  | Code of Conduct/Code of Ethics needs to be used as a resource for professional conversations.   |
| <b>Standard/element</b><br>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. |   |
|                                  | <b>Identified issue</b>  | Team meetings are not held regularly in order to plan, program, and reflect on practice. Currently the teacher is responsible for all planning etc. |

## Improvement plan

| Standard/<br>element | What outcome or goal<br>do we seek?  | Priority<br>(L/M/H) | How will we get this<br>outcome? (Steps)   | Success measure   | By when?                    | Progress notes  |
|----------------------|--|---------------------|--|---|-----------------------------|---|
| 4.1.1                | Regular performance management meetings are held with all preschool staff<br>All staff have the necessary qualifications | H                   | <ul style="list-style-type: none"> <li>Discuss the issue with the principal and establish a regular meeting time</li> <li>Encourage SSO to undertake Certificate III in Children's Services</li> </ul> | <ul style="list-style-type: none"> <li>Performance management meetings are held regularly</li> <li>All staff hold necessary qualifications</li> </ul> | Term 2 2012<br><br>End 2015 | Performance meetings held once a term<br><br>Term 1 2013 - Staff member undertaking Certificate III                               |
| 4.2.1                | Code of Conduct/Code of Ethics is used as a resource for professional conversations                                      | L                   | <ul style="list-style-type: none"> <li>Include discussion of Code of Conduct/Code of Ethics on agenda for preschool staff meeting</li> </ul>   | <ul style="list-style-type: none"> <li>Staff can articulate the Code of Conduct/Code of Ethics</li> </ul>   | End 2012                    |   |
| 4.2.2                | Regular preschool staff meetings are held  | H                   | <ul style="list-style-type: none"> <li>Discuss the necessity for meeting times with the principal</li> <li>PAC discusses and approves provision of time</li> </ul>                                     | <ul style="list-style-type: none"> <li>Regular preschool staff meetings are held</li> </ul>   | Term 2 2012                 | End Term 1 2012 PAC approved provision of 1 lesson per week for meetings from Term 2<br>Team meetings now being held every Monday |



## Quality Area 5: Relationships with children

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

### Quality Area 5: Standards and elements

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



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

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

## Quality Improvement Plan for QA5

### Summary of strengths for QA5

|                  |   |
|------------------|---|
| <b>Strengths</b> | Staff have developed warm and respectful relationships with the children and their extended families and the atmosphere at the preschool is generally relaxed and happy. Educators use information from observations and interactions with children to plan for experiences. Educators, families and children are encouraged to provide feedback. Daily routines are displayed in a visual format which enables the children to manage change. Children's behaviour is guided in a positive manner. |
|------------------|---|

## Key improvements sought for QA5

|                                   |   |   |
|-----------------------------------|---|---|
| <b>Standard/element<br/>5.1.1</b> | Interactions with each child are warm, responsive and build trusting relationships.   |   |
|                                   | <b>Identified issue</b>   | The Preschool does not have a policy on interactions with children.   |
| <b>Standard/element<br/>5.1.2</b> | Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning. |   |
|                                   | <b>Identified issue</b>   | Currently no documentation of children's learning to support the development of children's ideas, skills and relationships. |



## 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   |
|------------------|---|------------------|---|---|----------|--|
| 5.1.1            | Development of a policy on interactions with children       | L                | <ul style="list-style-type: none"> <li>Gather information, consult with parents re a draft policy, endorsed by Governing Council</li> </ul>           | <ul style="list-style-type: none"> <li>Policy on interactions is developed and published</li> </ul>       | End 2012 | <p>Draft policy written week 3 term 2 – needs to be approved by Governing Council</p> <p>End term 2 – Gov. Council approves the policy</p> |
| 5.1.2            | Documentation of children's ideas, skills and relationships | H                | <ul style="list-style-type: none"> <li>Use RRR to record relationships, wellbeing, reflective practice then use results to inform planning</li> </ul> | <ul style="list-style-type: none"> <li>RRR is used regularly and planning reflects the results</li> </ul> | End 2012 |  |

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

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

### Quality Area 6: Standards and elements

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

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

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

| 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

|                  |  |
|------------------|--|
| <b>Strengths</b> | <p>Positive relationships with families are developed through: pre-entry meetings, Preschool Information Book, surveys, Karoonda Area School Governing Council, Preschool Discussion Group, parent roster, staff being able to speak with parents daily including after hours and on non-preschool days, families are invited to special days and the preschool has a welcoming, open door policy. We communicate with parents via a daily Communication Book as well as phone calls and face-to-face plus regular preschool and school newsletters. We are sensitive to religious practices and different family structures. We have a parent information area near our main door which has information about services such as Murray Mallee Community Health Service, Autism SA, School Dental Service and the Child &amp; Family Health Service. The staff regularly liaises with the local Mallee Health Service Early Childhood Coordinator. When necessary the staff work with support agencies and families to develop Individual Learning Plans and Negotiated Education Plans. We have a successful transition to school program which begins from the moment the child begins preschool. Children are able to participate in well planned excursions in the local area and further afield. Connections with the local community have been built with regular visits to the local hospital and aged care facility, ambulance and CFS as well as local businesses such as the post office.</p> |
|------------------|--|



## Key improvements sought for QA6

|                                  |   |  |
|----------------------------------|---|--|
| <b>Standard/element</b><br>6.1.1 | There is an effective enrolment and orientation process for families.   |  |
| <b>Identified issue</b>          | Need to develop a policies and procedures folder specific to the preschool and make it available to parents.                                    |  |
| <b>Standard/element</b><br>6.1.3 | Current information about the service is available to families  |  |
| <b>Identified issue</b>          | Information about the service, including preschool philosophy, staff and qualifications, opening times and the timetable needs to be displayed. |  |

## Improvement plan

| Standard/<br>element | What outcome or goal<br>do we seek?   | Priority<br>(L/M/H) | How will we get this<br>outcome? (Steps)   | Success measure  | By when?        | Progress notes  |
|----------------------|---|---------------------|--|--|-----------------|---|
| 6.1.1                | Development of a policies and procedures folder specific to the preschool   | H                   | <ul style="list-style-type: none"> <li>Develop policies and procedures specific to preschool</li> <li>Inform parents about the folder and where it is located</li> </ul> | <ul style="list-style-type: none"> <li>Folder is developed and accessed by parents</li> </ul>  | End 2012        | Term 3 – Policy folder is established and available for parents to access in parent info area |
| 6.1.3                | Display of preschool philosophy, staff details, opening times and timetable | L                   | <ul style="list-style-type: none"> <li>Make posters and display in the preschool</li> </ul>  | <ul style="list-style-type: none"> <li>Display is established and viewed by parents</li> </ul> | End Term 2 2012 | Wk 4 term 2 display has been established  |

## Quality Area 7: Leadership and service management

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

### Quality Area 7: Standards and elements

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

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

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

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



|              | 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

The preschool has a long history of governance through the Karoonda Area School Governing Council. The Governing Council, through the school principal, manage the day to day operations of the preschool. The preschool also has a Parent Discussion Group with a representative from this group on Governing Council. The Discussion Group is open to all preschool parents and they assist with fundraising and provide support and feedback to the preschool staff about the preschool program. Continuity of staff is encouraged. The preschool teacher has been at the service for 28 years and works with the principal and preschool SSOs to encourage continual improvement and high expectations. The principal and teacher hold current teacher registration in South Australia and all staff have regular criminal history checks. Records and information (eg enrolment forms, attendance records, staffing details) are stored securely in accordance with legislative requirements. EYS is used for recording enrolment information and data collection. All complaints are handled promptly and with sensitivity as per the school's grievance procedure.

## Key improvements sought for QA7

|                                  |  |   |
|----------------------------------|--|---|
| <b>Standard/element</b><br>7.1.2 | The induction of educators, co-ordinators and staff members is comprehensive.  |   |
|                                  | <b>Identified issue</b>  | Need to develop an induction procedure for new preschool staff and relief staff. Need to establish a folder with relevant information for relief staff eg daily routine, program, reflection, health and safety, medical information. Need to have regular discussions with all staff about: National Law and Regulations, NQS, EYLF and Statement of Philosophy. |
| <b>Standard/element</b><br>7.1.3 | Every effort is made to promote continuity of educators and co-ordinators at the service.  |   |
|                                  | <b>Identified issue</b>  | Regular performance management meetings are currently not occurring.  |
| <b>Standard/element</b><br>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. |   |
|                                  | <b>Identified issue</b>  | The new principal (educational leader) needs to establish clear goals and expectations for teaching and learning in the preschool.  |
| <b>Standard/element</b><br>7.2.1 | A statement of philosophy is developed and guides all aspects of the service's operations.   |   |
|                                  | <b>Identified issue</b>  | A statement of philosophy needs to be written and, following consultation with parents, endorsed by the Governing Council.  |
| <b>Standard/element</b><br>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.   |   |
|                                  | <b>Identified issue</b>  | A performance review cycle needs to be established. Regular feedback about performance needs to be given to educators. Individual development plans need to be established for preschool educators.   |

|                                  |   |  |
|----------------------------------|---|--|
| <b>Standard/element</b><br>7.2.3 | An effective self-assessment and quality improvement process is in place.   |  |
|                                  | <b>Identified issue</b>   | A Quality Improvement Plan is written and regularly reviewed and is aligned to the school's Site Improvement Plan. |
| <b>Standard/element</b><br>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. |  |
|                                  | <b>Identified issue</b>   | Regulatory Authority needs to be informed of change to Nominated Supervisor (principal).                           |

## 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  |
|------------------|--|------------------|--|---|-----------------|---|
| 7.1.2            | Establishment of induction procedure for new staff and relief staff<br>Establish a folder for relief staff<br>Hold regular discussions at staff meetings about NQS, EYLF, philosophy | H                | <ul style="list-style-type: none"> <li>Discussion with staff about induction needs</li> <li>Develop the induction procedure</li> <li>Develop a relief staff folder</li> <li>Once preschool staff meetings are occurring, regularly include NQS, EYLF and philosophy on the agenda</li> </ul> | <ul style="list-style-type: none"> <li>Induction procedure is written and endorsed</li> <li>Relief folder is developed and used by relief staff</li> <li>Discussions about NQS, EYLF and philosophy are held regularly</li> </ul> | End 2012        | Term 3 – TRT folder available<br>Discussion about NQS and EYLF held regularly                   |
| 7.1.3            | Regular performance management meetings are held with preschool staff<br>Continuity is established of the SSO in the preschool   | H                | <ul style="list-style-type: none"> <li>Discuss with the principal the need for regular performance management meetings</li> <li>Establish a time for meetings</li> <li>Discuss with the principal the need for continuity of staff</li> </ul>  | <ul style="list-style-type: none"> <li>Regular performance management meetings are held</li> <li>There is continuity of all staff</li> </ul>  | End 2012        | Performance Management Meetings held each term  |
| 7.1.4            | Formulation and establishment of clear goals and expectations for teaching and learning in the preschool   | H                | <ul style="list-style-type: none"> <li>Principal (educational leader) to have discussions with the preschool staff</li> </ul>  | <ul style="list-style-type: none"> <li>Principal and preschool staff have shared beliefs about preschool teaching and learning</li> </ul>   | End 2012        | Principal is developing an understanding of preschool teaching and learning                     |
| 7.2.1            | A statement of philosophy is written   | H                | <ul style="list-style-type: none"> <li>Discussion with staff and parents of beliefs, our service, our vision</li> <li>Write a draft and consult with parents</li> <li>After agreement by parents, have it endorsed by Governing Council</li> </ul>   | <ul style="list-style-type: none"> <li>Statement of philosophy is written and accessible</li> </ul>   | End Term 2 2012 | Statement of completed beginning term 2 2012. Endorsed by the Governing Council end term 2 2012 |

|       |   |   |   |   |   |  |
|-------|---|---|---|---|---|--|
| 7.2.2 | A service performance review cycle is established<br>Regular feedback is given to educators<br>Individual development plans are written for educators | H | <ul style="list-style-type: none"> <li>Principal establishes a service performance review cycle</li> <li>Principal gives regular feedback to educators</li> <li>Performance management meetings include discussion and development of individual development plans</li> </ul> | <ul style="list-style-type: none"> <li>The performance of all educators is enhanced</li> <li>Educators feel positive about their work</li> </ul>                                | End Term 2 2012                             | Performance review to be established following implementation of Professional Standards for Teachers |
| 7.2.3 | QIP is written and regularly reviewed<br>Site Improvement Plan includes elements of the QIP   | H | <ul style="list-style-type: none"> <li>QIP completed</li> <li>Establish review cycle</li> <li>Elements of QIP included in SIP</li> </ul>  | <ul style="list-style-type: none"> <li>QIP is sent to District Director</li> <li>QIP is reviewed at least annually</li> <li>QIP is considered when reviewing the SIP</li> </ul> | 30 <sup>th</sup> April 2012<br>2013<br>2013 | QIP completed 30 <sup>th</sup> April 2012<br>Reviewed September 2012, May 2013                       |
| 7.3.3 | Regulatory Authority advised of change of nominated supervisor  | H | <ul style="list-style-type: none"> <li>Principal to contact regulatory authority</li> </ul>   | <ul style="list-style-type: none"> <li>Records are updated</li> </ul>   | 30 <sup>th</sup> April 2012                 | Change of Nominated Supervisor form submitted 30 <sup>th</sup> April                                 |