

Quality Improvement Plan Glossop Community Preschool

2018 National Quality Standard

Updated January 2018



Australian Children's
Education & Care
Quality Authority



The National Quality Standard and Quality Improvement

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan.

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (r55) for each service that:

- includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard and the National Regulations; and
- identifies any areas that the provider considers may require improvement; and
- contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request.

Service details

Service name		Service approval number	
Glossop Community Preschool		SE-40009666	
Primary contacts at service			
Sue Andrew Principal			
Stephanie Semmler Preschool Teacher			
Physical location of service		Physical location contact details	
Street	Mitchell Terrace	Telephone	85832386
Suburb	Glossop	Mobile	
State/territory	SA	Fax	85832103
Postcode	5343	Email	dl.0153.info@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	DECD	Name	Sue Andrew
Telephone	82201000	Telephone	85832386
Mobile	1800088158	Mobile	
Fax		Fax	0885832130
Email	www.glossopps.sa.edu.au	Email	Sue.andrew584@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street	Box 115	State/territory	SA
Suburb	Glossop	Postcode	5344

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.

Describe the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

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.

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	0900	0900 <i>Alternate weeks- even weeks</i>	0900				
Closing time	1500	1500	1500				

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.

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Parking spaces are at the front of the Preschool for family/visitor use. There is one additional disabled person space. Ample street parking surrounding the school within walking distance to the Preschool. Parking at the front of the school is limited between 8.45 am 3.15pm

Term Dates

Term 1 – 29 January – 13 April

Term 2 30 March – 6 July

Term 3 23 July – 28 September

Term 4 15 October – 14 December

How are the children grouped at your service?

Patterns of Attendance

All children attend full days, two days in odd week of the term, (Monday and Wednesday) even weeks all children attend three full days Monday, Tuesday and Wednesday. Individual patterns of attendance may be modified to better support children with social/emotional needs or special rights.

Integration Preschool children learn in a learning space next to the Foundation year and intentional teaching groups are combined from time to time

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

Principal, Sue Andrew



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.

Glossop Community Pre- School has an integrated school service of Preschool in a school Foundation to Year 7 in a rural setting.

Our Philosophy:

We value *diversity*, participation, partnerships, so that each individual's grows in their learning..

We strive to build respectful relationships with all families, as we work collaboratively, to provide an inclusive, play and inquiry based, quality teaching and learning environment, for children and their families aimed at achieving independent enthusiastic inquiry minded learners.

We believe that each child is an individual and unique, and our learning environment is central to that belief. We base our learning philosophy on children becoming visible learners, where we see learning through the eyes of the student and students see themselves as expert learner.. This is supported the Early Years Framework, Reflect, Respect, Relate, Literacy and Numeracy Indicators.

Individual's voice is valued as an integral part of the learning environment and a strong component of visible learning.

Children will be supported to develop to their full potential by:-

- ◆ Developing knowledge, skills and dispositions of a learner that encourages creativity, curiosity, problem solving, independence skills and inquiry while having fun, and having a love of learning.
- ◆ Providing a safe, welcoming, happy, supportive and accessible care and learning environment.
- ◆ Providing opportunities for children and families to become involved in all aspects of our school and service.
- ◆ Providing opportunity for children and families to develop respectful relationships with staff and peers and adults.

We believe that parents and families are children's "first educators" and we:-

- ◆ Support and encourage partnerships with families (We use to guide planning for children's learning)
- ◆ Encourage communication between staff and parents/carers
- ◆ Respond to individual family needs, recognising and respecting the diversity of families in our community
- ◆ We make curriculum decisions that uphold all children's rights to have their cultures, identities, abilities and strengths acknowledged and valued
- ◆ Provide information about other services available in the community

We believe that staff are the School's most valuable resource. In order to provide an inclusive, quality teaching and learning program we aim to:

- ◆ Support staff well-being, in a safe and supportive working environment
- ◆ Value the skills and knowledge that each staff member brings with them
- ◆ Respect the diversity of staff backgrounds and experiences
- ◆ Encourage and support ongoing continuous learning and view research and ideas as a catalyst for positive change
- ◆ Collaborative teamwork with shared goals and directions, celebrate success and value positive, professional relationships with a focus on solutions
- ◆ Communication – community focuses on learning conversation, active listening demonstrating a sense of team.

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	The educational program enhances each child's learning and development.	
Approved learning framework	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.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
Standard 1.2	Educators facilitate and extend each child's learning and development.	
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	
Assessment and planning cycle	Element 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.

Critical reflection	Element 1.3.2	Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child’s progress.

National Law and National Regulations underpinning Quality Area 1

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 1 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)	1.1.1
Section 168	Offence relating to required programs	1.1.1, 1.1.2
Regulation 73	Educational program	1.1.1
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program	1.3.1
Regulation 75	Information about educational program to be kept available	1.3.3
Regulation 76	Information about educational program to be given to parents	1.3.3
Regulation 274A NSW	Programs for children over preschool age	1.3.1

National Law and National Regulations		Associated element
Regulation 289A NT	Programs for children over preschool age	1.3.1
Regulation 298A Queensland	Programs for children over preschool age	1.3.1

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths	<p>The Daily reflective planning cycle documents individual, group interests and strengths to inform future planning. Uses EYLF Principals, Practices as a foundation for learning through play for all planning. The children's natural curiosity and interests form the template for curriculum development and the experiences offered on a daily and weekly basis. We invite families to share their culture, interests and skills. The floor books are a planning template captures children's interests, learning and achievements, documenting photos, documented children's individual voice. The preschool actively uses Respect, Reflect, Relate and in November 2016 underwent a series of observations by Preschool leader to record children's involvement, wellbeing and how educators facilitate this, this observation validated the quality of learning experiences offered to the children. This has continued in 2017. Children's learning is recorded on systematic anecdotal observations which provide a holistic view of each child's growth which is formally reported to families each term. Reporting is the form of learning stories and portfolios, which are copied and provided to families. Portfolio are accessible in the centre. Staff use these records to reflect on individual/group participation and engagement in learning on a daily basis using dialogue and digital evidence.</p>
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Key improvements sought for Quality Area 1

Improvement Plan

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 and physical activity is supported and promoted.	
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Standard 1.1 Every Child is supported in the program	Continue to develop understanding of Literacy & Numeracy Indicators Demonstrate children's progress in Literacy & Numeracy Develop executive functioning in children's thinking to lead to powerful learning – STEM Language , expressive and receptive language through play	All children develop proficiency in literacy and Numeracy through play. Language , expressive and receptive language through play is evident in all children. Increased executive functioning.	H	Developing oral language Inquiry Question: How can play develop oral language in literacy and Numeracy Develop a mapping process in lit and numeracy indicators. Focus on relationships STEM is embedded in the Curriculum Work with Speech pathologist in school fortnightly. Intervention focus on oral language SSO support speech program Full time Support SSO	Feedback, teacher to student, student to student , teacher to family and family to teacher. Student talk time and articulation screening. Student oral language and communication screening tools indicate increased articulation.	End 2018 Quality Improvement	Floor books documented evidence Speech and language observation notes, student learning portfolios Portfolio note system developed for anecdotal noting for eased. Evidence of floor books and portfolios Established anecdotal progress of students Feedback from parents Improvement Plan template Teacher programming

Standard 2.2		
Each child is protected.		
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

National Law and National Regulations underpinning Quality Area 2

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 2 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated Element
Section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	2.2.3
Section 165	Offence to inadequately supervise children	2.2.1
Section 166	Offence to use inappropriate discipline	2.1.1, 2.2.1
Section 167	Offence relating to protection of children from harm and hazards	2.2.1

Section 170	Offence relating to unauthorised persons on education and care service premises	2.2.1
Section 171	Offence relating to direction to exclude inappropriate persons from education and care premises	2.2.1
Regulation 77	Health, hygiene and safe food practices	2.1.2
Regulation 78	Food and beverages	2.1.3
Regulation 79	Service providing food and beverages	2.1.3
Regulation 80	Weekly menu	2.1.3
Regulation 81	Sleep and rest	2.1.1
National Law and National Regulations		Associated element
Regulation 82	Tobacco, drug and alcohol free environment	2.2.1
Regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs	2.2.1
Regulation 84	Awareness of child protection law	2.2.3
Regulation 85	Incident, injury, trauma and illness policies and procedures	2.1.2
Regulation 86	Notification to parents of incident, injury, trauma and illness	2.1.2
Regulation 87	Incident, injury, trauma and illness record	2.1.2
Regulation 88	Infectious diseases	2.1.2
Regulation 89	First aid kits	2.1.2
Regulation 90	Medical conditions policy	2.1.2

Regulation 91	Medical conditions policy to be provided to parents	2.1.2
Regulation 92	Medication record	2.1.2
Regulation 93	Administration of medication	2.1.2
Regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency	2.1.2
Regulation 95	Procedure for administration of medication	2.1.2
Regulation 96	Self-administration of medication	2.1.2
Regulation 97	Emergency and evacuation procedures	2.2.2
National Law and National Regulations		Associated element
Regulation 98	Telephone or other communication equipment	2.2.2
Regulation 99	Children leaving the education and care premises	2.2.1
Regulation 100	Risk assessment must be conducted before excursion	2.2.1
Regulation 101	Conduct of risk assessment for excursion	2.2.1
Regulation 102	Authorisation for excursions	2.2.1

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

Children's health needs are supported by the preschool. We provide fruit everyday as a morning snack before recess. Each child is required to provide a healthy snack at recess, otherwise one is provided by the centre. Health information is ascertained on enrolment. Healthcare and medication forms are supplied by a professional when needed. First aid kits are available and taken on any excursion. All children attending Kindergarten are eligible for dental care. Hand washing procedures is promoted during routines and games. We provide and use gloves during toileting. Documentation is provided for changing procedures, hand washing and parent information. The preschool is cleaned nightly. Tables are wiped down regularly. We have a Sun Smart policy which outlines no hat, no outside play and sunscreen is provided. A hat is provided if students do not bring one, and communication to families on the importance of wearing a hat.

Healthy eating – staff eat with children and encourage healthy food choices, hygienic eating and drinking. Additional food is supplied when needed. The learning environment is a balance of active and quiet areas, and physical activity is encouraged. The school has implemented a healthy lunch order system with the local High School. Potential hazards are identified by staff and discussed at OHSW to determine future actions. Procedures are in place to identify, document and action hazards that need addressing. Mandatory training is documented, monitored and kept up to date. The large new outdoor learning area opened in 2017, which will facilitate physical activity, inquiry, links with nature, and the natural environment. Bush play will operate Term 2 and Term 3 in collaboration with the school and community (local council), and other local pre-schools. The staff contact parents when a child is too unwell to be at Preschool. The information booklet has information on diseases, health, for families to refer to. Invacuation, Evacuation procedures are identified, practised, and documented, approved by Governing Council and DECD and communicated to parents by newsletters, emergency supplies, satellite phone are available if needed. Essential supplies are stored in the centre.

Key improvements sought for Quality Area 2

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.2	Children observation indicates a need to focus on healthy eating. Some children have limited food supplies on arrival.	Develop a healthy eating program integrated in the curriculum by the site. Children eating a well-balanced diet. Children actively involved in growing and looking after	H	Purchase chickens. Children will make own lunch as part of curriculum learning. Student voice in planning, growing, producing ingredients.	Evidence of children actively engaged in nature play. Feedback – children, parents, staff Eggs used in healthy lunches Evidence of children enjoying their lunch.	End term1	Floor board completed weekly. Newsletters to parents.

		chickens for food.			Active engagement in the process. Oral language of procedures. Inquiry in production.		
	Review policy and processes	Reviewing policy and procedures: TRT Folder Health & Safety Procedures documented for Preschool Checklist Consent Folder		Revise existing policies and procedures.	Documentation of Procedures Evidence of OHS &W Compliance Risk management compliance.	End term 1	Policy and procedures in place Risk management documentation

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 of the facilities is appropriate for the operation of a service.	
Fir for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	
Inclusive	Element	Outdoor and indoor spaces are organised and adapted to support every child’s participation and to engage every child in quality

environment	3.2.1	experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

National Law and National Regulations underpinning Quality Area 3

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 3 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2
Regulation 104	Fencing	3.1.1
Regulation 105	Furniture, materials and equipment	3.2.2
Regulation 106	Laundry and hygiene facilities	3.1.1

Regulation 107	Space requirements—indoor	3.1.1
Regulation 108	Space requirements—outdoor	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	3.1.1
Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1
National Law and National Regulations		Associated element
Regulation 115	Premises designed to facilitate supervision	3.1.1
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)	3.1.1
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths

The new Preschool is a resource rich environment both inside and outside. The outside area designed by Preschool landscaper under architect supervision has outdoor, outdoor undercover learning area to include natural elements, water play areas, sandpit, outdoor raised garden, chicken run. These purpose built spaces will provide an excellent area for inquiry play.

The Preschool newly built is well maintained, safe and clean. Educators constantly monitor learning experiences and equipment as children play, making adjustments accordingly.

Educators are aware of including children with additional needs to further develop their social and physical environment. The outdoor/indoor flow is intentionally uninterrupted. Experiences on offer are open-ended to cater for individual strengths and abilities.

Learning areas and experiences are developed and presented with a sense of purpose to engage children and nurture a sense of wonder, experimentation, investigation, social interaction and communication. Staff encourage children to be creative with resources and use them in non-standard ways. The school also provides additional resources for the children in ICT and library.

Waste management and environmental awareness are focuses in teaching, and children are taught to recycle materials and landfill and put rubbish in the appropriate bins. The Preschool vegetable garden and chicken run provides opportunity for growing food and discussions about sustainable practices. All staff model respect for the environment.

Key improvements sought for Quality Area 3

Improvement plan

Standard/element	Issue identified during self-assessment	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	Nappy change facilities need emptying more frequently.	Bin changes weekly	H	Booking in cleaning service		Commence ment term 1	

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. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

Quality Area 4: Standards and elements

Standard 4.1		
Standard 4.1	Staffing arrangements enhance children's learning and development.	
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2		
Standard 4.2	Management, educators and staff are collaborative, respectful and ethical.	
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

National Law and National Regulations underpinning Quality Area 4

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 4 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1
Section 161	Offence to operate education and care service without nominated supervisor.	4.1.1
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	4.1.1
Section 162	Offence to operate education and care service unless responsible person is present	4.1.1
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	4.1.1
Section 164	Offence relating to assistance to family day care educators	4.1.1
Section 164A	Offence relating to the education and care of children by family day care service	4.1.1
Section 169	Offence relating to staffing arrangements	4.1.1
Section 269	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 117A	Placing a person in day-to-day charge	4.1.1
Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1
Regulation 118	Educational leader	4.1.1

National Law and National Regulations		Associated element
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1

National Law and National Regulations		Associated element
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 153	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 154	Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths

Staff/child ratios are observed and enacted at all times. All staff have Registration and Code of Ethics that governs their behaviour.

All staff document Performance Development Plans, which are uploaded on DECD web page. Staff are encouraged and attend staff meeting, Professional Learning within the school, and actively bring knowledge of ELYF and link this with TfEL. Weekly meeting provide opportunities to reflect, talk, plan and share information on teaching and learning.

All staff collaborate in planning and delivery of learning, programs, assessing and facilitating 'student voice' in learning.

All interactions between staff, students and parents are respectful and accepting at all times. R.R.R. observations validate the highly respectful relationships between the teacher and children in the preschool.

Key improvements sought for Quality Area 4

Improvement plan

Standard/element	Issue identified during self-assessment	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 improvement plan is aligned with school and Partnership	Site Philosophy will underpin quality practices, communication and interaction	H	Whole school professional Learning Partnership Early Years meetings and professional development	Professional learning is reflected in teaching practice	On-going	Impact cycle
	Whole site collaborative partnership and practises. 'Visible Learning'	Develop strong relationships through research inquiry	H		Observations show children inquiring and using learning dispositions.		Teacher learning journal folder
		Visible Learning using RRR	H				Performance development accountability linked to site priorities

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 maintained with each child.		
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
Standard 5.2		
Each child is supported to build and maintain sensitive and responsive relationships.		
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

National Law and National Regulations underpinning Quality Area 5

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 5 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 166	Offence to use inappropriate discipline	5.1.1, 5.1.2, 5.2.2
Regulation 155	Interactions with children	5.1.1, 5.1.2, 5.2.2
Regulation 156	Relationships in groups	5.2.2

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths

We have a welcoming, and calm environment for children. Each child is a focus to build their confidence where and when necessary. Educators ensure conversations are positive and speak to children in a calm, considerate manner. All children are encouraged to communicate and have positive relationships with their peers.

Educators welcome every child on arrival and understand the importance of positive relationships with children and families underpinning children's success in learning. Children sign in on arrival in a variety of ways to build identification knowledge.

Predictable routines and staff provide comfort and familiarity on arrival. Families are encouraged to be an integral part of the arrival at Preschool. The 'floor book' has every child's learning documented, and photos and student work is displayed to engender confidence in learning.

Floor books provide opportunity to collaborate in learning, and learn from others. All children are encouraged to work with, learn from, and help others through collaborative learning opportunities.

Strategies used at the Preschool and resources to support individual children are shared with parents. Children are encouraged to have a 'voice' and express their concern with another child if they are behaving inappropriately. Curriculum planning is integral in allowing student voice, feedback and as a result high engagement.

Educators are very mindful of the children's dignity when toileting. New facilities support this. Educators understand the importance of an emergent curriculum, and follow children's interests and inquiry. The learning environment is constructed to enhance children's engagement. Parents are informed of strategies used to promote positive social behaviours, and are encouraged to use them at home to ensure continuity when responding to challenging behaviours.

Key improvements sought for Quality Area 5

Improvement plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.3	Working collaboratively with families to support positive social behaviours between the home and the site.	Continue to develop relationships to support *Sharing information and resources with families and outside agencies as required and identified with the child's development	H	Parent meetings. Links with outside agencies.	Student developmental social behaviour is identified and plans provide increased social learning. Connections made with Community Health	Term 1 2018	Documented Plans with families.
5.1.3	Develop procedures in collaboration with families to ensure positive separation from families on arrival.	Procedure for separation to ensure children are supported to feel secure confident and included when parent leaves centre	H	Parent contact, communication and documentation of drop off procedures with the family as need arises.	Children attend every day and both family and child feel secure on separation	Term 1 2018	Meeting notes and procedures.

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 relationships with families are developed and maintained and families are supported in their parenting role.
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2		Collaborative partnerships enhance children's inclusion, learning and wellbeing.
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

National Law and National Regulations underpinning Quality Area 6

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 6 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 175	Offence relating to requirement to keep enrolment and other documents	6.1.3, 6.2.1
Regulation 157	Access for parents	6.1.1

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths

Pre-entry process:- single family interviews are held providing information, including children's interests, health information, special needs, Berri-Barmera Partnership's Priority of Access is explained. Children attend a preschool transition program.

Educators nurture respectful and supportive relationships with families. Parents are surveyed and responses are acted upon to ensure continuous improvement. Parents are invited to join Governing Council. Parents are invited to special event days.

Information packs have been assembled and are available to enrolling parents. Families receive regular newsletters both at Preschool and school level. The school has skoolbag,, facebook as additional information channels.

Educators acknowledge and value parents as the child's primary educators. Questionnaires provide parents with the opportunity to provide valuable information about their child. Support services and local agency support is provided through Anglicare, CAFHS, dietician and families. This information is used in implementing the child's learning programs.

Regular communication with local DECD Support Services, referrals, ensure children, families and staff have access to the expertise of professionals in the required fields. Networking with other preschools provide supportive networks for families and children. Program provided by specialist services are resourced to benefit the learning needs of the child. The Aboriginal SSO works closely with the Preschool supporting Aboriginal families and children.

Transition to school is seamless due to the proximity of the Preschool to the Foundation class. Children are provided with multiple learning opportunities collaboratively with Junior Primary children which provides a natural transition. A transition procedure is documented.

Glossop Preschool is inclusive of all families and children. Close communication links with families ensures parental concerns about their child's development are highlighted with the appropriate referral as needed. Educators are committed to their ongoing learning to support children.

The schools ACEO plays a large role in advising the preschool with knowledge and advise of our Aboriginal children. The 'Bush Kindy' has provided a natural surrounds to build this knowledge, and continue in the preschool natural learning environment.

Developing parent communication process
Developing parent representation on Governing Council

- Information book specific to Preschool

- Parent interviews – formal and informal
- Display areas
- Communication to family folders
- Staff to visit other “like centres”

Key improvements sought for Quality Area 6

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.2.1	Implement family decision making in their child’s learning and well being with the pre-school learning program.	Parent involvement in the learning and planning for learning.	H	Parent view learning folders, complete survey information sessions on their children to build connections.	Children learning has strong links with families.	Term 1 2018-ongoing	Newsletter Floor book Documentation
6.3.1	Embed relationships with Indigenous community	Parent involvement in the learning and planning for learning.	H	Meet with Aboriginal families and plan and implement Cultural awareness learning	Children learning is inclusive of Indigenous culture	Term 1 2018-ongoing	Newsletter Floor book Documentation

Quality Area 7: Governance and Leadership

This quality area of the *National Quality Standard* focuses on effective leadership and governance of the service to establish and maintain quality environments for children’s learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service’s continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service’s statement of philosophy.

Quality Area 7: Standards and elements

Standard 7.1 Governance supports the operation of a quality service.		
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service’s operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
Standard 7.2 Effective leadership build and promotes a positive organisational culture and professional learning community.		
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development.

National Law and National Regulations underpinning Quality Area 7

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 7 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3
Section 56	Notice of addition of nominated supervisor	7.1.2
Section 56A	Notice of change of a nominated supervisor's name or contact details	7.1.2
Section 161	Offence to operate education and care service without nominated supervisor	7.1.2
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	7.1.2
Section 162	Offence to operate education and care service unless responsible person is present	7.1.2
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	7.1.2
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	7.1.2, 7.1.3
Section 164	Offence relating to assistance to family day care educators	7.1.2
Section 164A	Offence relating to the education and care of children by family day care service	7.1.2, 7.1.3
Section 165	Offence to inadequately supervise children	7.1.2
Section 166	Offence to use inappropriate discipline	7.1.2

National Law and National Regulations		Associated element
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1

National Law and National Regulations		Associated element
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children’s attendance record to be kept by approved provider	7.1.2
Regulation 159	Children’s attendance record to be kept by family day care educator	7.1.2
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service’s compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2

National Law and National Regulations		Associated element
Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2

National Law and National Regulations		Associated element
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – staff members	7.1.2
Regulation 358 Victoria	Working with children check to be read	7.1.2
Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2

Quality Improvement Plan for Quality Area 7

Summary of Strengths

Strengths

[Summarise strengths identified in the self-assessment process. Delete if not required.]

DECD policies and procedures regarding governance have commenced to guide governing council. Policies relevant to the Preschool have been endorsed by Governing Council. Families are informed of the role of Governing Council and opportunity to be a member. Our school has staff reps on Governing Council. Comprehensive minutes are taken during Governing Council and are available on the school's web page. Governing Council meets once per month. Preschool educator attend all Governing Council meetings.

Staff (new staff) attend induction meetings. The strength of knowledge of the Preschool teach on policies and procedures has greatly enhanced the Preschool focus in the school. Staff have weekly newsletters, staff day book to communicate information. Preschool newsletter termly.

2016 was the first year of an integrated preschool program. The teacher continues in 2017 and is the continuous educator for all sessions. Times are consecutive ensuring better continuity of teaching and care. The current staff is dedicated to the highest quality of teaching, learning and care for all children. This is strongly supported by the Principal of the school.

The Principal in collaboration with staff ensure a culture of critical reflection is embedded in daily practice. This is supported by Preschool leader. Daily reflective planning cycle results in continuous improvements with professional sharing at weekly staff meetings. Teaching and learning is made visible through Floor Book, Learning Journey student folders, where individual goals are set.

Procedures regarding criminal checks for volunteers and staff are carried out, recorded and filed.

DECD Performance Development Policy and Procedures are utilities to underpin performance development. Teaching staff use DECD performance development plan template to document strengths and goals. Professional collaboration is highly valued at this site.

Families are surveyed, opinions sought to identify strengths and areas for improvement. A display of each quality area, including documentation is displayed in the Preschool.

Child confidentiality is of the highest importance at Glossop Preschool. The Governing Council Code of Conduct states "must keep confidential the information received in the course of his/her duties and not disclose it, or allow it to be disclosed, unless that disclosure has been authorised, or if it is required by Law". Staff has access to Code of Ethics. Children's file are stored in secure location.

The Glossop site provides administrative systems, financial managements, student EDSAS data, attendance data, and this has supported staff in their roles as educators. Organisational improvements which enhance teaching and learning have included RRR observations and feedback to educators.

The site has a nominated supervisor and documented reporting procedures to ensure necessary reporting of incidents are completed to the

Regulatory Authority.

The site has a Parent Grievance Policy for raising complaints or concerns and is ratified by Governing Council annually and published annually (newsletter/web page). Educators respectfully listen to children's complaints and issues during play, learning and promptly support resolution.

Site specific policies are review annually and ratified by Governing Council. These are published on the web page.

Key improvements sought for Quality Area 7

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
	Policy and procedures are reviewed.	Review policy and procedures	M	Review and make adjustments accordingly. Communicate review with families.	All policies and produces are updated	End term 1 2018	Filed in centre.

Notes