



Australian Children's
Education & Care
Quality Authority

GLOSSOP COMMUNITY PRE-SCHOOL QUALITY IMPROVEMENT PLAN 2017

OCTOBER 2011



Service details

Service name	Service approval number
Glossop Community Preschool	
Primary contact at service	
Sue Andrew Principal Sally Minns Preschool Teacher	
Physical location of service	Physical location contact details
Street: Mitchell Terrace Suburb: GLOSSOP State/territory: SA Postcode: 5344	Telephone: 8583 2386 Mobile: N/A Fax: 8583 2103 Email: dl.0153.info@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: DECD Telephone: 8220 1000 Freecall: 1800 088 158 Fax: Email: www.glossopps.sa.edu.au	Name: Sue Andrew Telephone: Mobile: Fax: Email:
Postal address (if different to physical location of service)	
Street: Suburb: State/territory: Postcode:	

Operating hours

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

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

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8.45	8.45	8.45				
Closing time	15:00	15:00	15:00				

Even weeks – Monday, Tuesday and Wednesday

Odd weeks – Monday and Wednesday

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 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 – 30 January – 13 April

Term 2 1 May – 7 July

Term 3 24 July – 29 September

Term 4 16 October – 15 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. 'Nominated Supervisor, Cheryl Smith')

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.

OUR VISION

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:-

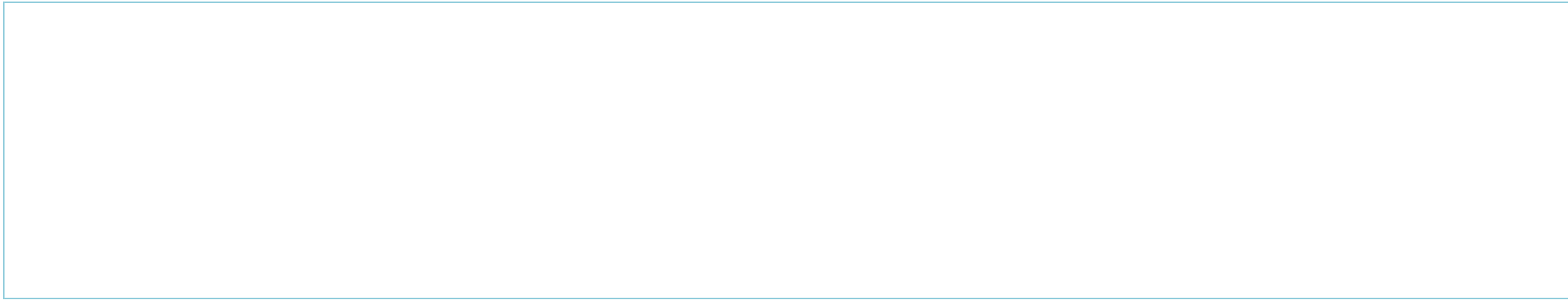
- ◆ Developing knowledge, skills and dispositions of a learner that encourages creativity, curiosity, problem solving, independence skills and inquiry while having fun, and having a love of learning.
- ◆ Providing a safe, welcoming, happy, supportive and accessible care and learning environment.
- ◆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

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

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

Quality Improvement Plan for QA1

Summary of strengths for QA1

Strengths

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. 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.

Key improvements sought for QA1

Standard/element 1.1	Every child is supported in the program.	
	Identified issue	Continue to develop understanding of <ul style="list-style-type: none"> • Literacy & Numeracy Indicators • Demonstrate children’s progress in Literacy & Numeracy • Develop executive functioning in children’s thinking to lead to powerful learning – STEM Environment
Standard/element 1.1.1		
	Identified issue	Develop Executive functioning in children’s thinking to lead to powerful learning -STEM
Standard/element [number]	[Include the element number (left) and description from QA1 table]	
	Identified issue	Environment
Standard/element [number]	[Include the element number (left) and description from QA1 table]	

Identified issue

[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

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	Increase in efficiency	H	STEM is embedded in the Curriculum	<ul style="list-style-type: none"> Family feedback 	End of 2017	Ongoing
			<ul style="list-style-type: none"> Documented evidence Displays 	<ul style="list-style-type: none"> Student oral language and communication 		<ul style="list-style-type: none"> Attended research inquiry Professional Learning days 6th February and monthly
				<ul style="list-style-type: none"> Floor books documented evidence 		
				<ul style="list-style-type: none"> STEM improvement journal 		
1.1.2	Literacy & Numeracy Indicators Progress and ELYF	H	<ul style="list-style-type: none"> Visible examples of Literacy & Numeracy indicators Record progress in profiles Developing documentation of children's progress on the indicators <p>Improving anecdotal noting of children's progress</p>	<ul style="list-style-type: none"> Evidence of floor books and portfolios Established anecdotal progress of students Feedback from parents 		<p>*Portfolio note system developed for anecdotal noting for eased.</p> <p>* Purchase laptop and digital interactive screen.</p>



Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

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



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

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



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 – as per school
2.3.3	regulation 98	Telephone or other communication equipment
2.3.2	regulation 99	Children leaving the education and care premises – ratios/reading assessment/permission signed – set one up
2.3.1, 2.3.2	regulation 100	Risk assessment must be conducted before excursion
2.3.1, 2.3.2	regulation 101	Conduct of risk assessment for excursion
2.3.1, 2.3.2	regulation 102	Authorisation for excursions



	Related requirements	
2.3.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.1.1, 2.3.2, 2.3.3	regulation 161	Authorisations to be kept in enrolment record
2.1.1, 2.1.4, 2.3.2, 2.3.3	regulation 162	Health information to be kept in enrolment record
2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.3	regulation 168	Education and care service must have policies and procedures
2.1.3, 2.2.1, 2.3	regulation 168(2)(a)	Policies and procedures are required in relation to health and safety, including matters relating to: <ul style="list-style-type: none"> (i) nutrition, food and beverages, dietary requirements; and (ii) sun protection; and (iii) water safety, including safety during any water based activities; and (iv) the administration of first aid
2.1.4, 2.3.3	regulation 168(2)(b)	Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with regulation 85
2.1.4	regulation 168(2)(c)	Policies and procedures are required in relation to dealing with infectious diseases, including procedures complying with regulation 88
2.1.1, 2.3.3	regulation 168(2)(d)	Policies and procedures are required in relation to dealing with medical conditions in children, including the matters set out in regulation 90
2.3.3	regulation 168(2)(e)	Policies and procedures are required in relation to emergency and evacuation, including the matters set out in regulation 97
2.3.2	regulation 168(2)(g)	Policies and procedures are required in relation to excursions, including procedures complying with regulations 100 -102
2.3	regulation 168(2)(h)	Policies and procedures are required in relation to providing a child-safe environment

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

Quality Improvement Plan for Q2

Summary of strengths for QA2

Strengths	<p>Children’s health needs are supported by the preschool. 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. Healthy eating – staff eat with children and encourage healthy food choices, hygienic eating and drinking. Student lunch boxes are kept in the refrigerator. Additional food is supplied when needed.</p> <p>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 identify 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. There will be a 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). 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.</p>
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Key improvements sought for QA2

Standard/element 2.2	Currently developing a compliant new outdoor learning area.
Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	Documenting processes for Health & Safety.
Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	[Include the element number (left) and description from QA2 table]
Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]



**Standard/element
[number]**

[Include the element number (left) and description from QA2 table]

Identified issue

[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.2	Outdoor	H	Landscape designers	Evidence of children actively engaged in nature play. Feedback – children, parents, staff Open Day - Publicity	Term 1 End March 2017	NQS Inspection and license issued - approved
	Processes	H	TRT Folder Health & Safety Procedures documented for Preschool Checklist Consent Folder	Documentation of Procedures Evidence of OHS Compliance	Term 1 2017	Completed Term 1 2017

Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

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

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

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

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

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths	
3.1.1	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 the Preschools Early Years STEM project in 2017.
3.1.2	The Preschool newly built is well maintained, safe and clean. Educators constantly monitor learning experiences and equipment as children play, making adjustments accordingly.
3.1.3	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.
3.2.1	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.
3.2.2	
3.3.1	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.
3.3.2	All staff model respect for the environment. Investigate and refurbish centre to develop quality learning spaces indoor and outdoor.

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Key improvements sought for QA3

Standard/element [number]	Investigate and refurbish centre to develop quality learning spaces both indoor and outdoor
	Identified issue [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	[Include the element number (left) and description from QA3 table]
	Identified issue [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	[Include the element number (left) and description from QA3 table]
	Identified issue [Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	[Include the element number (left) and description from QA3 table]
	Identified issue Toy cleaning roster

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
	<ul style="list-style-type: none"> Fully Operational preschool facilitating quality learning Sustainable practises embedded and environmentally responsible 		Risk assessments		Termly Daily	
	<ul style="list-style-type: none"> Maintenance schedule 		OHS & W Maintenance schedule Playground schedule Risk assessments		NQS Inspection	

Quality Area 4: Staffing arrangements

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

Quality Area 4: Standards and elements

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

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

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

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

Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths	
4.1.1	Staff/child ratios are observed and enacted at all times. All staff have Registration and Code of Ethics that governs their behaviour.
4.2.1	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.
4.2.2	All staff collaborate in planning and delivery of learning, programs, assessing and facilitating 'student voice' in learning.
4.2.3	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 QA4

Standard/element [number]	R.R.R Reflective Practise to improve:	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	[Include the element number (left) and description from QA4 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

Standard/element [number]	[Include the element number (left) and description from QA4 table]
Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	[Include the element number (left) and description from QA4 table]
Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2	Whole site collaborative partnership and practises. 'Visible Learning'		<ul style="list-style-type: none"> Develop strong relationships through research inquiry 	Whole school Primary Learning	End 2017 – 2020 Three year project	Professional learning – whole school
			<ul style="list-style-type: none"> STEM/Visible Learning using RRR 	STEM research inquiry project		Teacher learning journal folder
			<ul style="list-style-type: none"> Site Philosophy will underpin quality practices, communication and interaction 			Performance development accountability linked to site priorities
			<ul style="list-style-type: none"> STEM inquiry question "How can we identify and develop dispositions for learning through STEM." 			



Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

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



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

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

Quality Improvement Plan for QA5

Summary of strengths for QA5

Strengths	
5.1.1	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.
5.1.2	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.
5.1.3	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.
5.2.1	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.



5.2.2	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.
5.2.3	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 be the '3 rd teacher', 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 QA5

Standard/element [number]	[Include the element number (left) and description from QA5 table]
Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	Develop Preschool behaviour policy and inclusive of the Early Years (age 8) collaborate teaching unit.
Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	[Include the element number (left) and description from QA5 table]
Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]



**Standard/element
[number]**

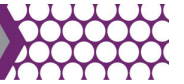
[Include the element number (left) and description from QA5 table]

Identified issue

[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.2		H	*Review school policy (behaviour)	*Monitor feedback on policy – students - staff - parents	Term 1 2017	Whole school staff meeting notes
			*Including preschool guidelines on behaviour *relationships *responses to challenging behaviour			Documented Policy
			*Communicating and consulting with parents			EDSAS recording



Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

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



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

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

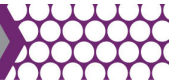


Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 172	Notification of change to policies or procedures
6.1, 6.2, 6.3	regulation 173	Prescribed information is to be displayed
6.1	regulation 177	Prescribed enrolment and other documents to be kept by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

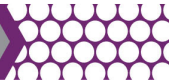
Quality Improvement Plan for QA6

Summary of strengths for QA6

Strengths	
6.1.1	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.
6.1.2	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.
6.1.3	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.
6.2.1	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.
6.2.2	This information is used in implementing the child's learning programs.



- 6.3.1** 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 ACEO works closely with the Preschool supporting Aboriginal families and children.
- 6.3.2** 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.
- 6.3.3** 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.
- 6.4.4** The schools ACEO plays a large role in advising the preschool with knowledge and advise of our Aboriginal children. The 'Bush Kindy' adjacent to the school 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
 - More folders or note pockets
 - Staff to visit other “like centres”



Key improvements sought for QA6

Standard/element [number]	Developing parent communication process	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	Developing parent representation on Governing Council	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	[Include the element number (left) and description from QA6 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	[Include the element number (left) and description from QA6 table]	
	Identified issue	Information book specific to Preschool Parent interviews – formal and informal Display areas More folders or note pockets Staff to visit other “like” centres

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
	Communicate Information goal		Communication book developed	Dedicated display for NQS Standards	Term 1	
			Strategies develop to distribute information to parents.	Folders are used by parents as two way communication		
	Parent decision making voice Committee		Preschool Committee formed as advisory group to Governing Council.	Committee formed. Minutes of meetings.	End 2017	

Quality Area 7: Leadership and service management

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

Quality Area 7: Standards and elements

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



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

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

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

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

Quality Improvement Plan for QA7

Summary of Strengths

Strengths	
7.1.1	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.
7.1.2	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.
7.1.3	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.
7.1.4	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 continours 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.

7.1.5	Procedures regarding criminal checks for volunteers and staff are carried out, recorded and filed.
7.2.1	The Preschool being a new service has developed a draft site philosophy statement.
7.2.2	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.
7.2.3	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.
7.3.1	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.
7.3.2	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.
7.3.3	The site has a nominated supervisor and documented reporting procedures to ensure necessary reporting of incidents are completed to the Regulatory Authority.
7.3.4	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.
7.3.5	Site specific policies are review annually and ratified by Governing Council. These are published on the web page.

Key improvements sought for QA7

Standard/element [number]	Site Philosophy statement	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	[Include the element number (left) and description from QA7 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	[Include the element number (left) and description from QA7 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	[Include the element number (left) and description from QA7 table]	
	Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

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