

Quality Improvement Plan template

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 Primary Community Preschool		SE-40009666	
		Assessment and Rating ID: ASR-00024093	
Primary contacts at service			
Sue Andrew Principal			
Physical location of service		Physical location contact details	
Street	26 Mitchell Terrace	Telephone	8583 2386
Suburb	Glossop	Mobile	
State/territory	SA	Fax	8583 2103
Postcode	5344	Email	dl.0153.info@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	Ann-Marie Hayes	Name	Sue Andrew
Telephone	08 8226 3463	Telephone	8583 2386
Mobile		Mobile	
Fax	08 8226 0159	Fax	8583 2103
Email	AnnMarie.Hayes2@sa.gov.au	Email	Sue.andrew584@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street	PO Box 179	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 Alternate weeks- even weeks	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.

Parking is available at the front of the preschool for family /visitor use. There is one additional disabled person space. There is parking around the school, within walking distance to the preschool. Parking at the front of the school is limited between 8.45am and 3.15pm

How are the children grouped at your service?

The numbers of the preschool are that the service operates as one group. All children attend full days.

Play group is offered even Tuesdays.

Pre-entry program operated Wednesday.

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

Sue Andrew Principal

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 : 2

Service statement of philosophy

Glossop Primary Community Preschool 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 grows in their learning, using the dispositions of the 'Habits of Mind'.

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 document and the 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 peers and educators and adults.

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

- ◆ Support and encourage partnerships with families to share their child's education.
- ◆ Encourage communication between educators 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 Educators are the School's most valuable resource. In order to provide an inclusive, quality teaching and learning program we aim to:

- ◆ Support educator well-being, in a safe and supportive working environment
- ◆ Value the skills and knowledge that each educator 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.

To achieve these beliefs we will strive:

- ◆ Foster children's sense of wonder, curiosity and awe in a welcoming and inspiring environment through relationships and play.
- ◆ Engage with children and families to build on children's strengths and competencies, making learning observable to parents, educators and the children themselves.
- ◆ Create and participate in learning communities to develop professionals' and parents' competency and growth.
- ◆ Create a sense of wonder, belonging to and love of the land, nature and animals.

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
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

The Daily reflective planning cycle documents individual, group interests and strengths to inform future planning, using EYLF Principals and Practices as a foundation for learning through play for all planning in the pre-school. 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. Parents are encouraged to view, read, and comment on the program, their children's learning portfolios to provide feedback to educators. 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 and 2018. Children's learning is reflected on each day and recorded by educators. This 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. Continual gathering of student learning via observations is continual throughout the days and this data is reflected upon by staff and used in programming the next learning steps. Portfolios are accessible in the centre. Educators use these records to reflect on individual/group participation and engagement in learning on a daily basis using dialogue and digital evidence. Gathering information is embedded in the program. Information from families are sought on enrolment and updated regularly to inform programming and practice.

There is a strong partnership with the community where children are offered off site programs, visiting the library, local adjoining pre-school, nature learning at Lake Bonney North, to enable children to experience and learn in different settings.

Programs support the cultural background of the students with Aboriginal perspectives by an Aboriginal Elder which the site has independently funded. Staff meet with parents and designated grandparents daily at drop off and pick up, and share information to support student learning's, and provide family support. Student progress and identified needs are reviewed with Department for Education support staff, to identify early intervention, and appropriate services, including Riverland Health, CAFHS. Resources are readily available to children both indoor, outdoor with a focus on sustainability, and the natural environment. The fowls and the garden which children look after provide a source of investigative learning.

During 2017 the preschool was a STEM focus site. This learning was shared across the Portfolio, and the state. Book based programming during the STEM focus and continuing in 2018 for the focus on oral language development. In 2018 this has progressed with the appointment of a speech pathologist to be on site one day per fortnight, to support language development.

Commencing in 2016, the preschool educators work closely with primary school educators in the Foundation years of schooling to ensure a seamless transition in learning, sharing professional development, planning learning so that the children are integrated in the setting. Commencing in 2018 all educators have an 'Impact Cycle' which focuses on a reflective cycle, inquiry question and planned action. The site has a focus on Visible Learning which is a Partnership Priority. In 2017 the sites priority was embedding students understanding their learning intentions and success criteria and their learning dispositions.

During 2018 staff have undertaken inquiry and learning in mathematical language, with the undertaking of professional learning and implementing a language focus. There has been Foundation and preschool professional learning in Phonemic awareness and the early stages of reading and educators are working closely to support this development. This includes SSO support in the preschool with the preschool educators on speech and language programs.

Key improvements sought for Quality Area 1

Improvement Plan

- Every child progresses in their learning and shows learning growth. Language, expressive language is developed through play creating confident and capable learners.
- Deepen educator's knowledge of "Visible learning" implementing "Impact Cycles" using observation, reflection planning, to be cyclic.
- Floor books are embedded in reflective practice using each child's knowledge, strengths and voice. Educators use reflective practice
- Each child's learning is evaluated (tracked and monitored) in reference to EYLF, and evidence of each child's learning is documented, identifying intervention, program planning, analysis. Learning is communicated to families on a regular basis.

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
1.1.1	Student Oral language communication is a key factor in the child's development and learning.	Language both receptive and expressive is developed through play, to build on learner confidence. Oral language enhanced children's learning and well-being.	High	Observation of children's oral language. Screening and speech pathologist intervention in whole pre-school setting, reflective practice, analysis, and planning.	Children's talk through observation demonstrates social language, dispositions of learners. Children interact using expressive and receptive language.	Term1-3	Speech and Language observational notes. Student portfolios, IEP, Visual displays, photos
1.2.1	Children's oral language is a key factor in student voice and play though questioning and interactions.	Focus on Book based programming where educator team facilitates oral language development.	High	Speech pathologist to provide staff training. Intervention focus on speech.	Have whole preschool practices that support speech and language development. Student's oral language lead to greater student voice.	Term 3 -4	Floor books documentation
1.2.2			Time spent by educators developing children's programming. Educators inquiry question "How can play develop oral language?" Development of the "Impact Cycle" Educators professional Learning- phonemic awareness, tier 1,2,3 questioning. Whole site Pre-school – Foundation buddying to role model language. Pre-school visits to local pre-school to develop social language opportunities.	Educators feel confident to implement a variety of strategies to support oral language and phonological awareness using book based learning.	Curriculum Review		
							Speech pathologist commenced Term 3
							Screening occurred week 4 Term 3
							Book based programs in floor books.
							Programming Templates Learning Design, Assessment and Reflective Practice to develop inquiry question.
							Preschool visits to Monash Preschool Term 2 and Term 3.
							School/Preschool buddying class each week Wednesday pm

1.1.2 1.1.3 1.2.1	Time allocated daily and formalised weekly to reflect on learning / children's interests. To reflect on learning through inquiry question and to guide programming.	Floor books are embedded in reflective practice using each child's knowledge strengths to facilitate routines. Educators are documenting weekly to reflect using ELF, NQS outcomes,	High	Staff document observational notes. Time allocated to document. Reflective educator discussions building confidence to set learning experiences based on student needs and interests. Intervene and use observation and reflection to develop quality learning program as student interest occurs.	Children's voice evident in floor books. Educators reflective notes by using reflective journals. Families use floor book to share children's learning.	Throughout the year.	Reflective notes. Minutes of staff meetings. 'Bum bag' reflective notes Staff meetings occur weekly, discuss observations.
1.3.1 1.3.2 1.3.3	How do we ensure each child's learning is evaluated as part of an ongoing cycle of observation, analysing, documentation, planning, implementation and reflections and families are an integral part of this process? How is this documented in an Impact Cycle?	Each child's learning is evaluated in reference to Literacy and Numeracy indicators, EYLF, and evidence of each child's learning is documented through observation and educator reflective discussion.	High	Education reflection notes. Learning plans for each child are implemented, shared with families. RRR tool is used to critically reflect. Speech Educators develop Impact cycles to implement learning goals for children	Daily reflection notes show learning that has occurred related to intended learning Impact Cycle documentation	2018-ongoing	Student learning plans Impact cycle Assessment proformas and cycle EYLF observation notes Preschool indicators R.R.R completed Week 2 Term 3. Impact Cycle Visible Learning presentation Friday Week 4.

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		
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 2.2		
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 fully supported in the pre-school. Health information is discussed with families on enrolment and induction. The preschool works with CAFHS, Community Health, Doctors, Specialists to support individual child's health needs, including health care plans and permission by families to share health information with health professionals.

First aid kits are available in the pre-school and taken on excursions with medical information and emergency contact numbers.

All children are eligible for dental care. Medication policy and procedures are documented and followed.

Children are encouraged, and monitored to be responsible for their health needs, and communication with families occurs regularly. In relation to toilet training to support all children's health needs. Hand washing routines, nappy changing, changing of clothes are established and documented.

Documentation is provided on changing procedures, routines, ensuring glove wearing.

The preschool is cleaned nightly, including tables, kitchen floors and mats.

Healthy eating is actioned daily with educators and children preparing fruit time and lunch as part of the learning routine. Lunch ideas are provided by families, and notification of allergies. Lunch preparation is facilitated by educators and used to promote oral receptive and expressive language, fine and gross motor coordination, knowledge on healthy eating practices. Eating routines and facilities promote social interaction. During meal times staff sit and share lunch with children at tables in a social setting.

The preschool has a sun smart policy. Shade has been constructed to ensure sun protection. The pre-school provides a hat on enrolment.

The learning environment (newly constructed) has a balance of indoor, outdoor, active and quiet areas, and physical activity is encouraged. The school playground, library, are accessed using the staff ratio to further provide opportunities for alternative learning environments.

Staff supervision rosters are in place, and staff work collaboratively to facilitate learning experiences. Excursions are part of the program and risk assessments are conducted on each occasion. Policy and procedures are in place to identify hazards, daily yard inspections which are signed off prior to children arriving. Emergency procedures (In-vac and evacuation are conducted with the school. The school is a Category 2 bushfire site with a designated in vac room which is adjacent to the pre-school. Emergency procedure including fire hazards are inspected by Facilities prior to bushfire season, and addressed. In 2017 the tree adjacent to the pre-school was deemed a hazard. This was removed and shade erected. Fire extinguishers, blankets are on site.

The site has a breakdown maintenance schedule. Electrical testing occurs annually. OHS&W Safe worker and Fire Warden is on site. Site maintenance tasks are kept up to date using STAR. All policies are presented and ratified by Governing Council.

All staff are first aid trained. All Department for Education staff have Mandatory training, and follow the Child protection Curriculum and are aware of the responsibilities of child protection. All staff have current approval of criminal history checks.

Key improvements sought for Quality Area 2

2.1.2 Review current Health procedures to ensure they meet requirements.

2.1.3. Promote healthy eating program to support children in learning

2.2.3 Staff are aware of their roles and respond as mandated notifiers.

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
2.1.3	Observation of eating patterns indicate a need for adequate healthy food.	Develop a healthy eating in pre-school program with consultation form families. Children grow and produce food used in meal preparation with educators. Social interaction increased.	High	Purchase chickens, and grow vegetables. Children routine prepares healthy lunch with educators. Student voice used in decision making on menu, growing and producing vegetables. Families are surveyed on children's likes, interests and invited to join preparing and eating with children at designated times. Children learning and inquiries to be shared with families. Utilise community in knowledge of healthy living.	Children are actively participating in conversations, making and eating healthy diet. Children's knowledge of keeping healthy increased. Children's learning is shared with families.	2018 ongoing	Parent feedback on healthy eating program. Photos, observation notes. Healthy eating program commenced week 1 Term 2. Surveys of parents collected and used. Parents invited to share occurring in Term 3. Program to continue all of the year.

2.1.2	Children health requirements ascertained on enrolment indicate increase in medical procedures.	<p>Staff to review changed requirements. IEP documentation is completed with families and Department for Education . Procedures established.</p> <p>New policy ratified by Governing Council</p> <p>Reviewing policy and procedures: TRT Folder</p> <p>Health & Safety Procedures documented for Preschool Checklist Consent Folder</p>	High	IEP implemented. Information sharing with Health professionals and families. Access to pre-school to implement programs by Health Health requirement ensure access to service. Revise existing policies and procedures.	Programs implemented. Sharing of information to address health to ensure access to service. Documentation of Procedures Evidence of OHS &W Compliance Risk management compliance.	2018 Term 1	<p>Health notes, IEP. Policy and procedures in place Risk management documentation</p> <p>Policy & Practices review in Term 1 and Term 3. Presented to Governing Council for approval week 3 Term 3.</p> <p>NEP meetings held with support staff in Week 5 Term 1, Week 2 Term 3. Health plans reviewed.</p>
2.2.3	All staff undertake update in mandatory notification, keeping children safe .	Staff undertake online update training released in term 3	High	Provide staff meeting time to release staff.	All training complete	End of 2018 when update released	Staff certification Completed 8/8/2018

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.	
Fit 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 environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality 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, 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. Educators change resources based on the interests and observation of children. The outdoor undercover area is heated and cooled and provide see through blinds for protection and security.

Resources are provided to encourage open ended inquiry to facilitate learning at the developmental level of the child. Resources are also placed to extend children's thinking and learning. The Learning Support Plan's which are written with special educators, speech pathologists and families use the resources to develop Tier 1, 2 and 3 questioning.

The Preschool newly built is well maintained, safe and clean. Educators constantly monitor learning experiences and equipment as children play, making adjustments accordingly. The shed has a safety procedure to allow children to access to choose equipment as part of their learning.

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. Educators 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 the school 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. Recycling is utilised in the pre-school as part of the learning program and to reduce waste. The fowls are fed vegetable and fruit scraps. We provide children with opportunities to collect eggs, feed the fowls, and grow the vegetables in the garden which are used in their food preparation. These use real life tools to complete these tasks. All staff model respect for the environment.

The pre-school has applied for in 2017 to develop an adjacent area of the school as a community bush area which is leased to the school by the Berri Barmera Council. The school is still investigating avenues for development.

Safety check of the physical environment are conducted daily when the pre-school is operating and signed off prior to children arriving. Hazards are reported promptly and facilities repair. In 2017 a tree in the outdoor area was identified as a hazard. This was removed and the site built shade to ensure a safe outdoor environment. The sand pit and mud pit are part of the inspection routine.

Resources are inspected for cleanliness daily and staff are vigilant in keeping resources clean, safe. As part of the daily inspection hazards are reported.

Key improvements sought for Quality Area 3

3.1.2 Premises are maintained in particular changing facilities.

3.2 Outdoor and indoor spaces are organised and support children's participation and to engage in a play based learning environment.

3.2.3 Pre-school supports children to be environmentally responsible.

Improvement plan

- Premises are safe , clean and well maintained
- Indoor and outdoor spaces are organised and adapted to support every child's participation to engage in quality experiences.
- The service cares for the environment and supports children to become environmentally responsible.

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
3.1.2	Nappy change facilities need emptying more frequently.	Bin changes weekly	High	Facilities/	Cleaned weekly	Term 1	Cleaning roster Completed Week 2 Term 1
3.2	Floor book facilitates use of outdoor and indoor spaces in a play based learning	Resources are set up to promote inquiry play based learning and are evident in planning cycle of educator reflection.	high	Educator reflection. Educators support children in play based inquiry focusing on effective use of all spaces, and incorporate the natural environment.	Observation of children's oral language and engagement. Educator reflection notes.	2018 ongoing	Observation. Photos Completed weekly termly Discussed and noted in weekly staff meeting.
3.2.3	Pre-school supports children to be environmentally responsible	High engagement of children in growing vegetables, sustainable gardening, recycling.	High	Focus on inquiry based learning. Link book based program in inquiry based learning.	Children see the cycle of growing and producing. Chickens eggs are used and sold by children.	2018 ongoing	Floor books Photos Children's comments Commenced Term 1. Healthy Eating Programme commenced Term 2.

Quality Area 4: Staffing arrangements

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

All staff are educators for all children. Supervision is undertaken by all staff qualified in Early childhood. The building comprises of staff pre-school and Foundation – year 2 staff. All teachers are pre-school rated. This facilitates buddy time where children in the unit share learning experiences together.

Staff/child ratios are observed and enacted at all times. The pre-school ratio is above regulatory requirements benefiting child initiated learning and supporting speech development. All staff have Registration and Code of Ethics that governs their behaviour.

Leadership encourages and promotes the knowledge of cultures particularly those represented by the student's cohort. In 2017 -2018 there was a change of pre-school educator. Induction procedures commenced in 2017 with both teachers co-working to ensure a smooth transition of staff. This ensured that every effort has been made to support the children's continuity of educators at the service. The 2017 pre-school teacher is the pre-schools TRT.

All staff have input in the educational program by meeting weekly analysing daily reflections to plan learning. Educators are focused and bring their insights of children at staff reflection times and make changes to the program to meet the needs of the children.

Staff attend the sites staff meeting, Professional Learning within the school, and actively bring knowledge of ELYF. Weekly meeting provide opportunities to reflect, talk, plan and share information on teaching and learning.

Professional Learning occurs weekly with a focus on curriculum and pedagogy, and enables educators to see the continuum of learning. Educators in the pre-school attend pre-school specific Professional Learning in Numeracy, and literacy, developing a inquiry question, which is documented in an Impact Cycle.

All staff document Performance Development Plans, which are uploaded on Department for Education web page. Staff are encouraged and attend staff meeting, Professional Learning within the school, and actively bring knowledge of ELYF.

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

Speech Pathologist bought in to build on Educators knowledge and practice to support oral language and speech.

Quality Improvement is aligned with school and partnership.

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
4.1.1	Speech Pathologist employed to build on educators knowledge and practice to support oral language and speech development	Allocation of speech pathologist work across the site. To assess children Work collaboratively with educators to plan and implement book based programming and oral language focus.	High	Speech pathologist attends one day a fortnight. Speech pathologist assesses children, and plans with educators. School budget allocated to support speech pathologist funding.	Children's speech indicates improvement. Oral receptive and expressive language shows growth Educators confident in planning approaches.	2018 term 3 and 4	Speech and language screening of children Book Based Programs Speech Pathologist commenced Term 3 and works fortnightly in the Preschool.
4.1.1	Cultural/family support of Preschool educator	Families supported in Preschool	High	School budget supports employment of indigenous educator.	Cultural connections with children/families agency support.	2018	Progress notes Educator commenced Term 1 2018.
4.2.1.	Quality Improvement is aligned with school and partnership	Site Philosophy will underpin quality practices, communication and interaction	High	Whole school professional Learning Partnership Early Years meetings and professional development	Professional learning is reflected in teaching practice	2018	Impact Cycles – commenced and reported in Term 1, Term 2 and Term 3. Professional learning whole site actioned weekly.

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. Observation has included the developmental stages of children in play and programming is implemented to develop social language and dispositions. Leadership staff has undertaken the “Berry Street Education model” to inform trauma informed practice. Leadership has provided Professional learning with educators on interception, self-regulation, and sensory learning. This will continue with the speech pathologist.

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., and have a locker to place their bags. Each child has a learning journal, which collects their learning stories, examples of learning, photos, which all children and families view frequently. Confidentiality of children’s information is regarded highly and to ensure this occurs all IEP’s medical documentation is kept secure.

Predictable routines are implemented to ensure children feel safe and can self manage. Families are encouraged to be an integral part of their child’s learning 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

- Interactions build relationships which engage and support each child to feel secure, confident and included.
- Each child is supported to regulate their own behaviour , respond appropriately to the behaviour of others and communicate to resolve conflicts.

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
5.1.1	How do we ensure children feel a sense of belonging at the pre-school? How do we engage to ensure they have their voices heard?	All children attend the pre-school regularly and separate form families in a positive way. All staff interact with children in a positive manner to develop children's voice in their learning.	High	Use children's interests to engage and provide a sense of belonging. Children and parents attend play group and develop a sense of security. Pre-entry program to build relationships over time. Promote belonging, being and becoming in the parent newsletter.	Children's/ educators positive interactions. Evident in practice.	2018 throughout year.	Parent feedback Floor book Parent surveys of children's interests occurred on enrolment. Policy reviewed Term 1 and Term 3. Published in Preschool. Parent newsletter weekly. Pre-entry programme commenced Term 3.
5.2.2	Support positive behaviour and children's self-regulation.	Children self-regulate and develop social communication..	High	Use routines as an opportunity for learning. Model self-regulation Educator guide self-regulatory behaviour using Berry Street mode- providing sensory learning Regular consultation with Parents./ Special educators.	Evident in observation of play – children interacting together. Children choice in play based learning.	2018 ongoing	Photos Observation Evident in practice. Regular Assessment of Executive functioning. Term 1 and Term 3 commenced with speech pathologist.

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

Families are invited to share information on Pre-entry, 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 one day per week. Educators nurture respectful and supportive relationships with families. Parents are surveyed and responses are acted upon to ensure continuous improvement. The site publishes the pre-school complaints policy to ensure all parents concerns are addressed.

Parents are invited to join Governing Council. Parents are invited to special event days. Family events are held during the year fathers and mother's day breakfast, end of year concert night, excursions, biggest morning tea and special days. Some of these days are held with the school to include older siblings. The school ensures all special days organised at the school level are on pre-school days. The pre-school has family photos and children's photos in conjunction with the school.

Information packs have been assembled and are available to enrolling parents. Families receive regular newsletters both at Preschool and school level. The school has 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. Families are invited to share floor books, children's learning journals. Families are greeted and information shared on arrival and departure. The pre-school numbers allow for these close relationships with families.

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 Department for Education Support Services, referrals, ensure children, families and staff have access to the expertise of professionals in the required fields. Networking with other preschools provides supportive networks for families and children. Program provided by specialist services are resourced to benefit the learning needs of the child. The Aboriginal Educator 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.

Glossop Primary Community 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 advice of our Aboriginal children. The site regularly raises the flag (Australian, Aboriginal and Torrens Strait Islander flag) on the flag pole. Educators acknowledge Aboriginal People as the first custodians and embed stories and culture in the day to day learning. The 'Bush Kindy' has provided a natural surrounds to build this knowledge, and continue in the preschool natural learning environment.

Key improvements sought for Quality Area 6

Improvement plan

6.1.1 Families are supported to contribute to service decisions

6.2.3 The pre-school builds relationships and engages with the community

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
6.1.1	Families are supported to contribute to the pre-school service decisions	Parent involvement in the learning and planning for learning.	high	Parent view learning folders, complete survey information sessions on their children to build connections. Parents complete survey	100% return of parent survey of service	Term 1 - 2018- 2019	Parent survey of service Care for animals in holiday actioned. Parents participate in Preschool cooking actioned. Term 2
6.1.3	Continue to embed Relationships and engagement with the community	Parent involvement and engagement with the community. Pre-school engagement with the community.	high	Meet with Aboriginal families and plan and implement Cultural awareness learning Support families to access community services. Invite community members to share their professions with the pre-school.	Children learning is inclusive of Indigenous culture Children gain knowledge about community support and occupations.	Term 1 2018-ongoing	Photo Surveys Aboriginal staff commenced Term 1 2018. ACEO Art project commenced Term 3.
				School budget employs Aboriginal educator to support families			

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

The Governing Council is very supportive of the pre-school and active in events and decision making. Department for Education policies and procedures regarding governance guide governing council. All Policies relevant to the Preschool have been endorsed by Governing Council. Families are informed of the role of Governing Council and encouraged to be members. 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 twice per term. Preschool educator attends all Governing Council meetings.

Staff (new staff) attend induction meetings. The strength of knowledge of the Preschool teacher over 2017 and 2018 on policies and procedures has greatly enhanced the Preschool focus in the school. Staff have fortnightly newsletters, staff day book to communicate information.

The Principal in collaboration with staff ensure a culture of critical reflection is embedded in daily practice. The pre-school and the school educators continually reflect and learn professionally to build on their educator capacity. The leader encourages and fully supports educators in the site to develop collaboration, and collective self- efficacy and implements staff professional learning weekly. The second pre-school educators meeting weekly is centre based on reflective of children's learning needs and how this reflection will be implemented in programming. An essential part of this meeting is NQS reflection. The NQS documentation is used to plan and reflect on practise to ensure the service is of a high standard. This is supported by Preschool educators. 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.

Department for Education Performance Development Policy and Procedures are utilised to underpin performance development. Teaching staff use Department for Education performance development plan template to document strengths and goals. Professional collaboration is highly valued at this site. The Principal has formal qualifications in "Coaching" and this model is evident in leadership and performance discussions.

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 Primary Community Preschool. Children's files are stored in a secure location. The Glossop site provides administrative systems, financial managements, student Early Years system, attendance data, maintenance, OHS procedures 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 reviewed annually and ratified by Governing Council. These are published on the web page.

Key improvements sought for Quality Area 7

Improvement plan

Effective self-assessment and quality improvement process is in place

The educational leader leads the development of the educational program and assessment and planning cycle as educators deepen knowledge of their inquiry question and impact cycle.

Speech pathologist is employed to support staff professional learning.

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
7.2.1	Self-assessment drive continuous improvement	National Quality Standards are embedded in self-assessment reflection and improvement.	High	Use NQF Reflection tool Develop site priorities based on self-assessment, using NQS. Ensure all educators performance goals reflect site priorities.	Self-assessment conducted termly Statement of philosophy reflects a commitment to continuous improvement.	Term 4 2018 - ongoing	Statement of philosophy NQS reflection tool. Action plan developed documented. Policy Book updated. Regulations checked.
7.2.2	Deepen Educators knowledge and use of knowledge about "Visible learning" through inquiry and impact cycles.	Educators professional learning is embedded to support children in their learning, by using an inquiry question in their impact cycle- Impact cycles are continuous and evident in floor books	high	Educator used professional learning in process of reflection. Educator's knowledge shared within the team. Impact cycle demonstrate gathering of evidence of student learning, actions by educator to impact learning, reflection to commence new cycle.	Impact cycle improves student learning. Culture of collaboration and teacher self-efficacy is embedded.	2018	Impact cycle Professional Learning whole site – weekly. Partnership Professional learning 'Visible Learning' May 2018. Educator's impact cycle shared week 8 Term 1 and week 4 Term 3. Whole site Action Plan reviewed Term 3.

7.2.3	Speech pathologist leads professional learning in reflection and book based programming.	Educators have strategies and programs to support children's speech and language. Speech pathologist support educators in whole site learning. Speech pathologist maps expressive and receptive language and works with educators to develop strategies in early literacy skills.	High	Speech pathologist timetabled to work with Educators. Children are screened. Educators program with pathologist.	Consistent approaches as educators knowledge, skills, increases. Knowledge is shared and documented.	2018-2019	Book based programming Floor books Students have Improved speech and language. Speech Pathologist commenced Term 3. Students screened by Speech Pathologist Week 4 Term 5

Notes