



Morgan Preschool

Quality Improvement Plan

2017



Service Details

Service Details

Morgan Preschool DECD Site No.6558

Primary Contact at Service

Tricia Zerner (Director)

Physical Location of Service

Street: Fourth Street

Suburb: Morgan

State/Territory: SA

Postcode: 5320

Approved Provider:

Primary contact for this site: Tricia Zerner

Telephone: 08 8540 2321

Mobile: 0417 082 130

Fax: 8540 2461

Email: tricia.zerner441@schools.sa.edu.au

Service Approval Number

SE00010665

Physical Location Contact Details

Telephone: 08 8540 2321

Mobile: 0417 082 130

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Email: tricia.zerner441@schools.sa.edu.au

Nominated Supervisor

Name: Tricia Zerner

Telephone: 08 8540 2321

Mobile: 0417 082 130

Fax: 8540 2431

Email: tricia.zerner441@schools.sa.edu.au

Operating Hours

	Monday	Tuesday	Wednesday (Even Weeks)	Thursday	Friday	Saturday	Sunday
Opening Time	9.00 am	9.00 am	9.00 am				
Closing Time	3.00 pm	3.00 pm	3.00 pm				

Additional Information about your Service

The following information will assist the Regulatory Authority to plan the assessment visit.

Staffing for 2017 is as follows:

Director working Mondays, Tuesdays and Wednesdays. One ECW works on Mondays and Wednesdays, and another on Tuesdays. The grounds person works on Thursdays.

Morgan Preschool operates during South Australian school terms. We are open from 9.00 am until 3.00pm Mondays, Tuesdays and Wednesdays (even weeks). We have the allowed four children free days per year for whole staff professional training, after seeking approval from the Governing Council and endorsement from the Education Director. These days are always planned well in advance to give our families adequate notice about the centre's closure.

Other Information:

Our Morgan Education Community project is continuing into its sixth year. The preschool Director and Junior Primary teacher from the Morgan Primary School work closely together, planning a strong Literacy and Numeracy program along with a strong gross motor program, both of which encompass the needs of all our children.

This year sees the continuation of Playgroup on Wednesday morning's from 9 – 11.00am during our preschool session. We currently have seven families who attend.

There is street parking outside the centre on Eleventh Street, and in front of the centre on Fourth Street in front of Morgan Primary School, with entrance gates near both areas of parking.

How are the children grouped at your service?

Under SA DECD Same First Day Policy, we are no longer classified as a rural preschool although we are in a regional area. Our children now access 600 preschool hours in one year. They attend all day, 9.00am – 3.00pm, on Mondays and Tuesdays, and alternate Wednesdays. We have seven children enrolled, including two Aboriginal children currently in their second year at preschool.

Nominated Supervisor/Director: Tricia Zerner

Family day care educators: N/A

Service Statement of Philosophy

Morgan Preschool is a stand-alone preschool centre where children are immersed in learning through a fun, safe and supportive and caring learning environment. Our Preschool provides a welcoming, friendly and cheerful place to learn where your child is the central focus. The core business of this preschool is to provide age appropriate educational programs that maximise each child's potential development.

'A place where children laugh, play and learn'

Our core values are **Respect, Excellence, Honesty, and Creative Learning.**

We strive to build respectful relationships with all families, as we work collaboratively, to provide an inclusive, play based, quality teaching and learning environment, for all children and their families.

We believe that each child is individual, unique and important, and has the right to develop to their full potential. We do this by:

- providing an engaging curriculum that encourages creativity, curiosity, problem solving and independence skills, while having FUN and participating in a play-based learning environment
- providing a safe, welcoming, happy and supportive educational environment that caters for each child and family's needs
- providing opportunities for children and families to become involved in all aspects of the service
- providing opportunities for children and families to develop stable, caring and respectful relationships with staff and others

We believe that the staff is one of the centre's most valuable resources. In order to provide an inclusive, quality teaching program we aim to:

- support staff well-being, in a safe and supportive working environment
- value the skills and knowledge that each individual staff member brings with them
- respect the diversity of staff backgrounds and experiences
- encourage, provide and support ongoing professional development

We believe that parents and families are children's 'first educators' and so to complement and support this we aim to:

- welcome parents and family members with respect and sensitivity
- encourage communication between staff and parents /carers
- acknowledge parent's skills, knowledge and resources and these are valued in the centre's program
- respond to individual family needs
- recognise and respect the diversity of families
- create, support and encourage involvement and participation including governance
- provide information about other services available in the community

We believe that the centre is a valuable community service. We aim to:

- work in partnership with other educational services in our district
- build relationships with the community and other agencies
- provide an accessible, flexible quality service that meets the needs of the community
- promote respect for and pride in our immediate environment, incorporating good sustainable practices in our daily operations

*NB: Blue print in *Improvement Plan* tables indicates ongoing improvements from 2016, Black print indicates are new additions for 2017*

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)

section 168	Offence relating to required programs
section 323	Approved learning framework
regulation 73	Educational programs
regulation 75	Information about the educational program to be kept available
regulation 76	Information about educational program to be given to parents
regulation 74	Documenting of child assessments or evaluations for delivery of educational program

Quality Improvement Plan for QA 1: *Educational program and practice*

Summary of Strengths for QA 1

Strengths:

- Open, honest, trusting, welcoming preschool environment with a dedicated, enthusiastic, hard-working staff with a lot of family and community support.
- Well-organised and appropriately resourced centre that is very inviting.
- Cater for individual children through targeted interventions and as individual needs arise.
- Play-based learning is now our central focus along with Children's Voice.
- Intentional teaching linked to Children's Voice.
- Children's voice is valued by displaying the things they wish to 'learn and do'. These ideas are used in forward planning and recorded in our programs and later transferred to the children's portfolios as a record of their input into their preschool education.
- Programming using observations, individual needs, from data collected and EYLF/RRR/Literacy and Numeracy Indicators.
- Regular staff reflection on children's development.
- We now link observations and learning stories to the EYLF/Literacy and Numeracy Indicators outcomes.
- We show we value children's efforts by displaying their work and photos around the centre, creating learning stories and photo boards and putting a copy in their portfolios and sending them home with the newsletter.
- We create opportunities to talk and work with all our children in small groups, pairs or individually to ensure that each child feels valued.
- Families and wider community are encouraged to be a part of our centre by being involved in special days/excursions/a variety of community programs or stay with their child and join in the day-to day activities we provide.
- Term program/outcomes and calendar displayed for the families to see.
- Weekly newsletters containing curriculum areas and photographs are sent home each Monday
- Staff professional Development in RRR which began last term during staff meetings will continue in 2017.
- DECD have approved four Student Free Days for preschools.

Key Improvements Sought for QA 1

Standard Element

1/1.1.3

The program, including routines, is organised in ways that maximise opportunities for each child's learning.

Identified Issue

We need to have a more structured administration and lunch times for ECW's to greater utilise their time.

Standard Element

1/1.1.4

The documentation about each child's program and progress is available to families.

Identified Issue

We need to update and continually review the information we give to parents/families.

Standard Element

1/1.1.6

Each child's agency is promoted, enabling them to make choices and decisions and influence events in their world.

Identified Issue

We need to ensure that every child is given the opportunity to make choices and decisions.

Standard Element

1/1.2.1

Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.

Identified Issue

Assessment of each child's learning need to be done on a more regular term basis and linked to EYLF, Literacy and Numeracy Indicators and RRR.

Standard Element

1/1.2.3

Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

Identified Issue

Ensure that critical reflection and each child's learning and development is regularly recorder and discussed and used in programming.

Improvement Plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1/1.1.3	<ul style="list-style-type: none"> Provide ECW's with a set time for their lunch time and administration time (half an hour for each) 	H	<ul style="list-style-type: none"> Staff will have set times for meals and to undertake tasks, (documented) Set times to focus on writing observations and programming and professional reading, leaving time for play with the children. 	<ul style="list-style-type: none"> Professional reading will be done regularly Tasks, i.e., photocopying, planning, observations etc., will be done during the kindy day and not after hours. 	Ongoing	<ul style="list-style-type: none">
1/1.1.4	<ul style="list-style-type: none"> Information given to families to be continuously updated. Families given the opportunity to discuss child's progress. 	M	<p>Collect information from:</p> <ul style="list-style-type: none"> First month information page with photographs and space for family comments, to be sent home Independent Learning Plan comment. (Each term) DECD Statement of Learning Term Reflection End of Term Portfolio – record of terms work. End of term survey (Term 1) what they would like to see for their child Provide opportunities for face-to-face interviews each term 	<ul style="list-style-type: none"> Families return page with written feedback, this is discussed with parents and staff act on any ideas or suggestions Information collected from all sources and shared with all staff and interviews to be added to programming. 	Ongoing.	<ul style="list-style-type: none"> ✓ Parents enjoyed looking at the pictures and talking about them with their children Pleasing number of comments in portfolios, all positive 3 families took up the offer for formal interviews, other parents spoke to me incidentally <p><i>Reviewed:20/06/16</i></p> <p><i>*Further review Mid Term 2 2017</i></p>

<p>1/1.1.6</p>	<ul style="list-style-type: none"> • Equip children with strategies to make informed choices about their behaviour • Encourage children to choose and make decisions about their play • Provide children with positive encouragement and feedback during their play and learning 	<p>H</p>	<ul style="list-style-type: none"> • Role modelling • Intentional teaching sessions • Informal discussions • Verbal and visual feedback given to each child regularly through talking and photo pages or Wow! Moments sheets. • Kimochis feelings program • Kids Matter program 	<ul style="list-style-type: none"> • Children’s confidence to choose play equipment and instigate play increases • Children better able to recognise and display appropriate behaviours 	<p>Ongoing</p>	<ul style="list-style-type: none"> • ✓ • Children responding well to intentional teaching session with all 3 educators • All children are gaining confidence to ask for games etc. (children’s voice) • <u>Be Aware-Give out WOW! moments</u> • Children are becoming more aware of their feelings and are happy to talk about them • Regular family events to help with inclusion and connectedness, Sharing Learning Mornings, Families Week celebration, Eat a Rainbow tasting. <p><i>Reviewed:20/06/16</i></p> <p><i>*Further review Mid Term 2 2017</i></p>
<p>1/1.2.1</p>	<ul style="list-style-type: none"> • Ensure that assessment tools and observations are linked to EYLF, Literacy and Numeracy Indicators and RRR • Follow assessment planner 	<p>H</p>	<ul style="list-style-type: none"> • Staff review all assessment tools • All staff involved in assessment process either as a group or individually • Director to access other agencies if required. 	<ul style="list-style-type: none"> • Children’s assessments done regularly • Areas for improvement and practice put into program. • Parents informed through DECD Statement of Learning Reflections each term and ILP’s outlining focus areas for their child 	<p>Ongoing</p>	<ul style="list-style-type: none"> •

<p>1/1.2.3</p>	<ul style="list-style-type: none"> • Provide all staff with tools and time needed to successfully observe and record findings about each child on a regular basis • Ensure regular discussions occur between all staff members • Ensure all staff contribute to production of learning stories and photo pages 	<p>H</p>	<ul style="list-style-type: none"> • Weekly observations made on each child • Roster system set up so that each child is covered each week and that all staff share the observations • Incidental/extra observations made when necessary • All observations kept in program for all staff to view • Fortnightly staff meetings with big emphasis on children's progress and wellbeing • Learning stories (<i>Director only in Term 1 2017</i>) • Children' voice recorded • <i>Our Week</i> big book introduced, staff to add quips from each day – short fun reflections to stay in parent information area with photo books. 	<ul style="list-style-type: none"> • All staff involved in weekly discussions about each child • Programming around observations and Children's Voice • Photo pages • Learning stories • Children's self-reflections <ul style="list-style-type: none"> • All staff confidently contribute (not a structured document) • Families see a quick glimpse of the week in a less formal way, (good resource to start a chat) 	<p>Ongoing</p> <ul style="list-style-type: none"> • ✓ Working very well all staff contributing and roster system is going well • Regular staff meetings has meant we can share observations and discuss any issues and act quickly • Staff happy with the Learning story and photo page recording, will ask for more time if needed. Trish (Director) to review and keep track (Staff Wellbeing) <i>(Review Term 1 2017)</i> • Children's voice is recorded on weekly planning sheet and put up on window and in the child's portfolio <p><i>Reviewed:24/06/16</i></p> <p><i>*Further review Mid Term 2 2017</i></p>
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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

<u>Standard/element</u>	<u>National Law (section) and National Regulations (regulation)</u>
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
2.1.1, 2.1.4, 2.3.2	regulation 90	Medical conditions policy
2.1.1, 2.1.4, 2.3.2	regulation 91	Medical conditions policy to be provided to parents
2.1.1, 2.1.4	regulation 92	Medication record
2.1.1, 2.1.4	regulation 93	Administration of medication
2.1.1, 2.1.4	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.1, 2.1.4	regulation 95	Procedure for administration of medication
2.1.1, 2.1.4	regulation 96	Self-administration of medication
2.3.3	regulation 97	Emergency and evacuation procedures
2.3.3	regulation 98	Telephone or other communication equipment
2.3.2	regulation 99	Children leaving the education and care premises
2.3.1, 2.3.2	regulation 100	Risk assessment must be conducted before excursion
2.3.1, 2.3.2	regulation 101	Conduct of risk assessment for excursion
2.3.1, 2.3.2	regulation 102	Authorisation for excursions
<i>Related requirements</i>		
2.3.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.1.1, 2.3.2, 2.3.3	regulation 161	Authorisations to be kept in enrolment record
2.1.1, 2.1.4, 2.3.2, 2.3.3	regulation 162	Health information to be kept in enrolment record
2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.3	regulation 168	Education and care service must have policies and procedures
2.1.3, 2.2.1, 2.3	regulation 168(2)(a)	Policies and procedures are required in relation to health and safety, including matters relating to :(i) nutrition, food and beverages, dietary requirements; and (ii) sun protection; and

(iii) water safety, including safety during any water based activities; and
(iv) the administration of first aid

2.1.4, 2.3.3	regulation 168(2)(b)	Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with regulation 85
2.1.4	regulation 168(2)(c)	Policies and procedures are required in relation to dealing with infectious diseases, including procedures complying with regulation 88
2.1.1, 2.3.3	regulation 168(2)(d)	Policies and procedures are required in relation to dealing with medical conditions in children, including the matters set out in regulation 90
2.3.3	regulation 168(2)(e)	Policies and procedures are required in relation to emergency and evacuation, including the matters set out in regulation 97
2.3.2	regulation 168(2)(g)	Policies and procedures are required in relation to excursions, including procedures complying with regulations 100 -102
2.3	regulation 168(2)(h)	Policies and procedures are required in relation to providing a child-safe environment
2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 177	Prescribed enrolment and other documents to be kept by approved provider: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92
2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92

Quality Improvement Plan for QA 2: *Children's health and safety*

Summary of Strengths for QA 2

Strengths:

- Our program includes a balance of physical activity plus quiet time, depending on the needs of the individual children and the group as a whole.
- Outdoor play is specifically documented in the program and our children help select the equipment they wish to play with and they help us put it away.
- Brochures are regularly sent home with the newsletter promoting healthy life-style information, tips for families and any other relevant information about early childhood and parenting.
- SunSmart policies are followed.
- We actively promote healthy snacks and lunches plus water drinking and this is supported by our families.
- Food is stored safely in the fridge, drinks in a cooler bag.
- Meals are eaten either inside or out, children's choice.
- When it comes to infectious diseases, families are alerted via SMS to let them know as quickly as possible. This is followed up with printed information and a sign on the main entrance doors.
- Hand washing and hygiene facilities are easily accessible and part of our daily routine.
- All staff respect children's privacy.
- The centre has a selection of clothing in case of accidents.
- As we are in a high bushfire area, our Emergency policies and procedures align with Morgan Primary School (next door) and we work very closely together in this area including regular emergency drills. We have 3 or more drills throughout the term, school or preschool initiated.
- Emergency procedures and evacuation maps are clearly displayed throughout the centre, these are also sent home in Transition packs before the start of Term 1
- Being a small regional preschool, we are well-staffed in terms of staff/children ratio so our children are well supervised at all times.
- Supervision document is sent home to families at the start of the year.
- Health care requirements for staff and students are recorded and displayed in Director's office and in Medical Information box.
- New DECD Immunisation procedures put into place in Term 1.

Key Improvements Sought for QA 2

Standard Element	2/2.1.1 Each child's health needs are supported.
Identified Issue	Documentation is needed to show what we are doing in this area.
Standard Element	2/2.1.3 Effective hygiene practices are promoted and implemented.
Identified Issue	Due to the nature of Preschool, where each year brings new children, staff agreed that this area needs to be a focus and a document of procedures needs to be written.
Standard Element	2/2.2.1 Healthy eating is promoted.
Identified Issue	Centre policy to be reviewed by Governing council and all families provided with the document and encouraged to follow.
Standard Element	2/2.2.2 Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
Identified Issue	Weekly intentional gross motor sessions planned, and recorded, to provide children with new skills and experiences, daily physical activity encouraged both inside and outside.
Standard Element	2/2.3.1 Children are adequately supervised at all times.
Identified Issue	Documentation is required outlining procedures for supervision of children at all times throughout the day whilst in our care at the centre. (New children each year means document needs to be a focus for all staff and families)
Standard Element	2/2.3.3 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Identified Issue	Documentation of plans to manage incidents and emergencies, where safety procedures are displayed, which agencies are involved and how emergency procedures are practiced.(Continually updating)

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
2/2.1.1	<ul style="list-style-type: none"> Develop a document outlining procedures we have in place for our staff and children's health requirements 	H	<ul style="list-style-type: none"> Health requirements chart set up and displayed in director's office and in Medical Information box in kitchen, written and photographic evidence All centre based medications i.e., Ventolin, dates are checked regularly and replaced when necessary All information recorded in WHS folder in office 	<ul style="list-style-type: none"> All staff and relief staff have access to and are aware of any health or wellbeing needs of all children and staff and know what procedures need to be followed 	End of Term 1 (each year)	<ul style="list-style-type: none"> To date no children have medical/health issues/allergies but we have a system in place for if this occurs All staff fill out Emergency contact forms with next of kin etc, kept in personal files (including relief staff, 2017) First aid officer regularly checks dates and replaces/updates supplies when necessary ✓ <p><i>Reviewed:3/08/16</i> <i>*Further review Mid Term 2 2017</i></p>
2/2.1.3	<ul style="list-style-type: none"> Children and families are educated and supported in following good hygiene practices at preschool and home Develop a document outlining preschool procedures 	H	<ul style="list-style-type: none"> From day one children are introduced to good hygiene practices Staff role model Intentional teaching times Information provided to families regularly through the weekly newsletter Document written up outlining procedures followed at preschool for induction folder, families and staff(including cleaning processes) 	<ul style="list-style-type: none"> Weekly program notes Daily reminders to children and routines set up All staff involved in role modelling procedures and helping children Posters displayed All parties familiar and comfortable with procedures 	Ongoing	<ul style="list-style-type: none">

				and it becomes routine.		
2/2.2.1	<ul style="list-style-type: none"> • Healthy eating policy to be reviewed by Governing Council • Healthy snacks and lunches to be encouraged • Eat A Rainbow program run in Term 2. • Lunches and snacks to be stored in fridge and water bottles in fridge bag during the day. 	H	<ul style="list-style-type: none"> • Centre document sent home • Regular reminders/thank you's in newsletters and Week Book • Lunchbox ideas brochures sent home • Staff available to talk to parents to discuss any issues • Parents invited to an Eat a Rainbow session 	<ul style="list-style-type: none"> • Snacks and lunches follow our centre guidelines • Children are eating fruit daily and drinking water • Children are willing to try new foods • Children are educated to make healthy food choices 	Term 1, then ongoing	•
2/2.2.2	<ul style="list-style-type: none"> • Each child will be involved in some form of physical activity daily. • Children shown assortment of basic skills and ways to use equipment. • Children develop confidence to try • Activities written into weekly program. 	H	<ul style="list-style-type: none"> • Intentional activities planned and recorded and reviewed • Equipment put out daily for children to experiment with • Spontaneous games and activities encouraged • Staff role model games and activities. 	<ul style="list-style-type: none"> • Each child feels comfortable and confident to join in and try new things • Children develop basic skills, i.e. throwing, kicking etc. • Children's voice • Photo pages and Learning stories 	Ongoing	•
2/2.3.1	<ul style="list-style-type: none"> • Develop a detailed document outlining procedures all staff at our centre follow to ensure children are supervised at all times and that all children 	M	<ul style="list-style-type: none"> • Make up help cards for staff to have outside which children can bring inside if assistance is needed • Follow centre's yard safety checklist • Review procedures regularly 	<ul style="list-style-type: none"> • All staff including, relief staff, are aware of procedures and follow them closely • Staff conduct 	Ongoing	<ul style="list-style-type: none"> • ✓ Card system on lanyard set up. Process practiced with children and information put onto our Centre Induction Checklist • ECW's do yard check daily before any families

	<p>are aware of where the educators are (see/hear)</p> <ul style="list-style-type: none"> • Children need to be safe at all times 		<p>to ensure they are being followed by all staff and if aspects need to be added or changed</p>	<p>yard safety checks each morning checking for dangers such as spiders or fallen limbs</p>		<p>arrive/report any issues to Director</p> <ul style="list-style-type: none"> • <i>Reviewed:28/08/16</i> • Finalising Supervision Procedure document, copy to go in Induction folder (<i>Supervision document completed, copies to be sent home to all families each new enrolment. Review/amend if needed early 2017</i>) • <i>*Further review Mid Term 2 2017</i>
2/2.3.3	<ul style="list-style-type: none"> • Develop a detailed document outlining procedures all staff at our centre follow to manage incidents and emergencies, where safety procedures are displayed and which agencies are involved and how procedures are practiced 	M	<ul style="list-style-type: none"> • Work with Primary School to conduct regular drills: Evacuation, Invacuation, Bushfire (<i>Shelter in Place, Precautionary Building Confinement/Lockdown, Evacuation</i>) • Inform parents/send home document to inform them of our centre practices • Work with children to educate them in procedures we have to follow when we hear particular sirens • Phones are always within reach both inside and outside • Director's mobile phone is taken whenever the group leave the centre 	<ul style="list-style-type: none"> • All staff, children and families are aware and understand procedures • Children get to learn how to respond in certain incidents and don't get scared 	Ongoing	<ul style="list-style-type: none"> • Drills being conducted by both kindy and school , regularly with whole site debrief before returning to kindy and classes • Incidental talks with children about safety procedures • Letter outlining our emergency procedures, along with our maps, written, ready to be sent home at the beginning of Term 3 • Finalised staff/centre document • ✓ • ✓ <p><i>Reviewed:8/08/16</i></p> <p><i>*Further review Mid Term 2 2017 Updates and any changes to be added/amended</i></p>

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: *Physical environment*

Summary of Strengths for QA 3

Strengths:

- For a small regional preschool we are lucky enough to have a relatively new, modern centre with a large office, large main area with a modern kitchen.
- Outside provides us with many flexible learning areas including an outdoor learning area under the veranda that is screen protected therefore able to be used in all weathers; an undercover eating/presentation area/group working area and an undercover small stage area next to the covered sandpit.
- Our bicycle and scooter track has been well maintained since being upgraded.
- Swings, (new soft fall 2016)
- Japanese garden.
- Succulent garden
- Cubby house on stilts, (new soft fall 2016).
- Under cover sand pit,(new sand 2016)
- 2 large secure storage sheds including an area for the groundsman's equipment.
- Rainwater tank for watering plants.
- We are situated right next to the Morgan Primary School so we make use of their outdoor areas-playground/community oval/vegetable garden/compost bin/outdoor learning area.
- There is a lot of natural shade.
- Large lawned area.
- Disabled ramp and toilet.
- Able to change the inside set up depending on number of children and based on the current program.
- Storage room and shed always kept neat and tidy with all storage boxes labelled.
- Inside storage room for materials plus plenty of shelving and cupboards throughout the centre.
- Some shelving and drawers at an appropriate height to enable the children to help themselves to resources as they need them, under adult supervision.
- Yellow lines painted in shed doorways and near front entrance, children must have adult supervision.
- All equipment is in good working order and well-maintained. (Checked regularly)
- Recycling bins are now inside and outside the centre.
- Sustainable practises are being implemented: recycling/compost bin/energy saving measures/succulent garden.
- The preschool employs a cleaner who thoroughly cleans our facilities daily.

Key Improvements Sought for QA 3

Standard Element**3/3.1.2.**

Premises, furniture and equipment are safe, clean and well maintained

Identified Issue

Document procedures outlining how we ensure that both indoor and outdoor environments are cleaned and maintained and who is responsible for tasks.

Standard Element**3/3.2.2**

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.

Identified Issue

Document procedures outlining how we ensure that both indoor and outdoor environments are set up and changed in order to provide children with variety and stimulation.

Standard Element**3/3.3.1**

Sustainable practices are embedded in service operations.

Identified Issue

Due to the nature of Preschool, where each year brings new children, staff agreed that this area needs to be a focus each year.

Improvement Plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3/3.1.2	<ul style="list-style-type: none"> Set up document outlining centre cleaning and maintenance practices. Ensure all staff are involved in the process. 	M	<ul style="list-style-type: none"> Document who does what in regards to cleaning all aspects of the centre, director, ECW's, Grounds person, cleaner All staff to regularly check equipment and report back to the Director, (Part of ECW morning yard check) and cleaner and Grounds person too. 	<ul style="list-style-type: none"> All agencies have clear understanding of tasks. Centre and equipment always clean and well maintained. Equipment checked regularly and replaced/upgraded when necessary. 	Ongoing	<ul style="list-style-type: none">
3/3.2.2	<ul style="list-style-type: none"> Set up a document outlining procedures for equipment/toy/games usage to provide stimulation and variety for all children everyday Ensure all staff, including relievers record Children's voice requests for toys/music/games etc. 	M	<ul style="list-style-type: none"> Staff will include children in the selection process of toys and equipment throughout the day Record children's voice on weekly planning tool for future programming, dated and discussed with all staff and ensure the follow up occurs in a timely fashion Regularly change play corner theme during 	<ul style="list-style-type: none"> All children are choosing play equipment and contributing to play sessions All children are being exposed to new and challenging activities to help improve co-ordination and to stimulate ideas and communication Children have their voice heard and acted upon 	Ongoing	<ul style="list-style-type: none"> Children are given the opportunity to ask for play equipment/toys both inside and outside throughout the day. This process has been added to our induction sheet for relief staff ✓ Children's voice is encouraged and recorded. All staff aware of requests and follow up is done as soon as possible. Requests/follow up recorded and dated on weekly sheet Play corner is changed regularly. So far we have had a

			term			green grocer, car race track, nursery corner, STEM centre, dress-ups <i>Reviewed:24/06/16</i> <i>*Further review Mid Term 2 2017</i>
3/3.3.1	<ul style="list-style-type: none"> Document to be written outlining our centres sustainability practices 	M	<ul style="list-style-type: none"> All children and staff participate in Clean Up Australia Day clean up of Memorial Garden, (annually) Children and staff recycle snack and lunch scraps, use school compost bin Children introduced to resource saving, i.e. turning off lights, closing doors, not wasting water and recycling craft scraps. 	<ul style="list-style-type: none"> Recycling practices become routine at centre. Children more aware of wasting resources such as water and electricity, use taps more efficiently when hand washing. Photo pages Messages in newsletters Children take pride in their environment. 	Ongoing	<ul style="list-style-type: none">

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 QA 4: *Staffing arrangements*

Summary of Strengths for QA 4

Strengths:

- Due to our preschool support funding we are well staffed at all times.
- All staff are involved in meeting and greeting each morning, Director available at end of day to speak to parents.
- Staff take responsibility with their requirements surrounding first aid, criminal history checks, responding to Neglect and Abuse and code of conduct etc.
- Very dedicated staff who are continuously engaged in relevant and meaningful performance development and professional development.
- This staff works as a team with the focus being on the wellbeing of everyone at the centre-(children, families and other staff) and ensuring a pleasant working environment for everyone and successful learning outcomes for all our children.
- Our staff have a high respect for each other and an appreciation of everyone's differing skills and abilities.
- Our two Early Childhood Workers work on both sites - Morgan Primary School and Morgan Preschool. This helps our children with their transition to school and helps maintain those relationships beyond the preschool environment.
- Our staff also have dual site roles in the area of administration, Work Health Safety, grounds and buildings, planning and resource creating.
- One of our ECW's is also our finance officer and works with children who need speech assistance.
- All staff are encouraged to attend fortnightly staff meetings.
- Where possible, due to their other work commitments, staff are invited to attend T and D workshops.
- Any changes in work days/staff swaps are reported to parents in a timely fashion.
- Set admin and meal times for ECW's set up.
- All staff involved in Student Free Day activities, (where possible)

Key Improvements Sought for QA 4

Standard Element**4/4.2.2**

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.

Identified Issue

Staff saw the need for a more structured process for planning and reflection.

Standard Element**4/4.2.3**

Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

Identified Issue

Encourage staff and parents by giving them opportunities to share their skills and strengths with the aim of greater interaction with families and the wider community.

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
4/4.2.2	<ul style="list-style-type: none"> • More detailed programming and reflection information due to more structured admin time. • Introduction of Week Book. • Director to give timely feedback. • Staff provided with resources to better equip themselves for parent discussions. 		<ul style="list-style-type: none"> • Staff use admin time productively to program sessions, write reflections and plan for future sessions. • Staff have various platforms to make comments. • Professional reading material provided for staff which mirrors what has been sent home to families - confident discussion if asked questions. 	<ul style="list-style-type: none"> • All staff approach programming with increased confidence. • Session and daily reflections are more detailed. • Confident, happy staff • All staff to attend regular staff meetings, recorded in minutes. • All staff given opportunities to attend Student Free Day training. 	Ongoing	<ul style="list-style-type: none"> •
4/4.2.3	<ul style="list-style-type: none"> • A strong preschool community with shared ideas and support 	M	<ul style="list-style-type: none"> • Provide time for professional development for staff to gain new skills • All staff to do DECD Code of Ethics • Encourage relief teachers to bring along their favourite books and share their expertise to enhance the children's learning • Speak to families and provide them with feedback sheets 	<ul style="list-style-type: none"> • All staff feel they can share their skills and expertise through programming/play/discussions • All staff feel comfortable speaking with all families • Parents/caregivers feel comfortable sharing skills with us/joining us 	Ongoing	<ul style="list-style-type: none"> • ✓ All staff have been given time for professional development. Such as WHS, Finance, Code of Ethics, Speech Screening, Numeracy, Wellbeing. This will continue. • ECW's are confidently sharing knowledge and skills by contributing to the programming • Relief teachers have brought along favourite stories and activities which the children loved <p><i>Reviewed:24/06/16</i></p>

			whereby they can provide us with information about family and if they have skills which they may be willing to share with us.	in activities		<i>*Further review Mid Term 2 2017</i>
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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 QA 5: *Relationships with children*

Summary of Strengths for QA 5

Strengths:

- Staff always greet and farewell children and families at the beginning and end of the day.
- Confidential discussions with families are always held in the privacy of the office.
- Staff build and model respect, trust and open relationships with everyone.
- We show we value the families and children by ensuring that our interactions with them are positive and unhurried.
- Strong relationships are able to be developed with all families due to being in a small community.
- We ensure there is equal opportunity to talk to all children – one-to-one or small groups.
- We aim to have lots of fun with the children and they have lots of fun with us.
- Staff aim to make children feel a part of our centre. It is their centre and our children know their environment very well. They are able to show others where things are and how things happen within our centre. Instilling a sense of belonging.
- Children's Voice is respected and acted upon in a timely fashion.
- As staff, we help children to manage their own behaviours in a positive and supportive way.
- Collaborative learning opportunities providing relationship building is further developed with interaction with the R/1 class from Morgan Primary School through the Morgan Education Community, Community Library and the sharing of the Japanese teacher from the school.
- Meal times are unhurried, social learning experiences with both staff and children together.
- All children's needs are catered for.
- All staff respond immediately to any negative behavioural issues where necessary.
- We encourage and model positive body language and gestures.
- We encourage the children to problem solve, understand that actions have consequences and we are all part of the kindy family.

Key Improvements Sought for QA 5

Standard Element	5/5.2.1 & 5/5.2.2 Each child is supported to work with, learn from and help others through collaborative learning opportunities. Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflict.
Identified Issue	We want our small group of children to learn social skills through rich social interaction opportunities with varied groups of children/adults.
Standard Element	5/5.1.3 Each child is supported to feel secure, confident and included.
Identified Issue	We want to ensure that all children and families feel included and comfortable at the centre, and that their culture and family interests are supported.
Standard Element	5/5.1.3 Each child is supported to feel secure, confident and included.
Identified Issue	We want to ensure that all children and families feel included and comfortable at the centre, and that their culture and family interests are supported.
Standard Element	5/5.2.3 The dignity and rights of every child are maintained at all times.
Identified Issue	Ensure that strategies used by all staff when working with children are consistent, timely and positive.

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
5/5.1.1	All staff to be involved staff workshops to gain understanding and confidence to work through the RRR tool.	M	<ul style="list-style-type: none"> • Director to set simple tasks from tool to enhance understanding for staff. • Staff to participate in regular staff meeting sessions using the RRR observation tool to identify gaps in relationships/skills and implement new strategies for improvement. • Record findings in program and include in planning. 	<ul style="list-style-type: none"> • All staff will be involved in play times, conversations, observations and Learning stories for <u>all</u> children. • All staff have increased confidence in this area. 	End Term 2	<ul style="list-style-type: none"> •
5/5.1.3	Develop a strong sense of community and connectedness with all staff, parents/guardians and children	H	<ul style="list-style-type: none"> • Term 1 Parent Questionnaire • All families greeted each morning by at least one staff member as they arrive at the centre • Director to be available at end of day to farewell families and be available for conversations or follow ups 	<ul style="list-style-type: none"> • All parties feel comfortable to speak to all staff • All children come to preschool feeling safe and happy • Children feel comfortable to share their learning with their families 	Ongoing	<ul style="list-style-type: none"> • All families returned questionnaires which led to interesting discussions amongst parents and staff Parent and Community Involvement year plan set up • ✓ • Combined Meet and Greet Night with Morgan Primary School successfully ran in Term 1 • ✓ Parents/Families invited to attend lots of special events/days, i.e. Harmony Day, National Families Day, CFS displays • Governing Council set up with 4 parents

			<ul style="list-style-type: none"> • Meet and Greet night • Parental involvement throughout the year in curriculum areas and excursions • Governing Council • 'Sharing Our Learning' mornings once per term • P.A.I.R program set up (Parent Assisted Immersive Reading) 	<ul style="list-style-type: none"> • P.A.I.R program taken up and enjoyed by all families 		<p>and a local community member plus 2 staff, meetings are twice a term</p> <ul style="list-style-type: none"> • Two sharing Learning Mornings have been successfully run. We invite families to our centre to do activities with their children (Lit/Num play based). Term 1 I also introduced reading program, Term 2 families took part in our Eat a Rainbow session • P.A.I.R During our sharing learning session I introduced parent to our new reading program then modelled the reading/questioning techniques with the children (very positive feedback) <p><i>Reviewed:30/06/16</i> <i>* Further review Mid Term 2 2017</i></p>
5/5.2.1 & 5/5.2.2	Children to develop lifelong social and collaborative learning skills from a variety of preschool/school/wider community settings.	H	<ul style="list-style-type: none"> • Staff meeting set up to discuss each child's levels of social engagement with peers and adults/record in minutes • Issues identified and written up in each child's ILP to be shared with the family • Regular reviews as a team, recorded in program/observations and activities planned to role model and illustrate skills for the children. 	<ul style="list-style-type: none"> • Children will learn how to share, take turns, problem solve, collaborate and co-operate etc., through our work with Kimochis feeling program, KidsMatter, our MEC fortnightly sessions with Rec-Year 1 class, fortnightly playgroup times with younger children, community library sessions, 	Ongoing	<ul style="list-style-type: none"> •

				and incidental town walks and centre/school visitors/special events.		
5/5.2.3	Develop a highly communicative working environment between all staff to ensure consistency and cohesiveness when working together and with all children	H	<ul style="list-style-type: none"> • Fortnightly staff meetings to discuss progress • Daily discussions and feedback between staff • Consistency in planning, recording and reporting is done through: Daily Planning Sheets, Program Books, Observation Sheets, Daily Diary, Weekly Evaluations and incidental discussions 	<ul style="list-style-type: none"> • All children feel comfortable and confident when working/playing with all educators • All staff feel comfortable and confident in their roles • Parents feel they can approach all staff with any concerns 	Ongoing	<ul style="list-style-type: none"> • ✓ • ✓ • All staff contribute to programming and running of sessions, daily debriefs and observations, fortnightly staff meetings, daily diary notes, incidental discussions, daily/weekly planning sheets. All programs situated in kitchen area for staff access at all times • At the start of the year parents are spoken to individually by director and made aware that they can speak to any member of staff about any issues, reinforced in newsletters throughout the year on a regular basis <p><i>Reviewed:30/06/16</i> <i>* Further review Mid Term 2 2017</i></p>

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 QA 6: *Collaborative partnerships with families and communities*

Summary of Strengths for QA 6

Strengths:

- Positive relationships with each other, our children and their families, extended families and the wider community is front and foremost at our centre.
- Reporting to parents occurs daily through discussions, weekly through our newsletters and through our Sharing Learning mornings and end of term portfolios and ILP's.
- Helpful parenting ideas brochures, from Families SA and KidsMatter Early Years, is sent home to both kindy and Playgroup families.
- All families are spoken to on a daily basis and we 'meet and greet' and farewell our families every session.
- Relevant staff attend NEP, ILP, and Child Development meetings for individual children and this information is shared with all staff at staff meetings.
- Our policies are on our website and a hard copy is available to our preschool community on request, or upon the need arising.
- Family library and information brochures available in the 'Families Information Area'.
- We have many others forms of communication-regular newsletters, portfolio books, WOW moments, 'Ask me what I did at kindy' notelets, Governing Council information, the whiteboard, posters, local BCM Triangle Community magazine, Morgan Primary School Newsletter, formal and informal notes and observations and surveys.
- Linking with other relevant agencies is a strong point at this centre. Our families know that we will do everything we can to use outside agencies, if they are needed and use appropriate programs developed for these children.
- Playgroup meets once a fortnight utilising the facilities and resources at the centre.
- Many of our families attend both the Morgan Playgroup and Cadell Play Centre.
- Community connections are developing further - more interaction with the Morgan Primary School through the Morgan Education Community (MEC). The local community library, Mid-Murray Council, Mid-Murray Family Connections and the Morgan Lions Club.
- The families are actively involved in our theme days-dressing their children to suit the day and excursions e.g. Chaffey Theatre, Book Week, Harmony Day, fundraising and general help around the centre and playgroup.
- Our website is now up-dated and ongoing, newsletters and photo pages are added/changed weekly.
- We have a strong Transition program with the Morgan Primary School and for those families who are starting preschool.

Key Improvements Sought for QA 6

Standard Element**6/6.1.3**

Current information about the service is available to families.

Identified Issue

Document to be written outlining all information available throughout the year for all of our Preschool and Playgroup families.

Standard Element**6/6.3.1**

Links with relevant community and support agencies are established and maintained.

Identified Issue

Document outlining all agencies and support services and processes used by our centre.

Standard Element**6/6.3.2**

Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.

Identified Issue

Document transition timetable and procedures for home to playgroup, playgroup to preschool and preschool to school.

Improvement Plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6/6.1.3	Create a working document outlining information about our centre, how and when this information is distributed	M	<ul style="list-style-type: none"> Put together a document listing all brochures, pamphlets, fliers, procedural documents and policies pertaining to Morgan Preschool and , when they are given: <ul style="list-style-type: none"> Preschool brochure, Playgroup brochure and flyer, Directors information card, MEC pamphlet, Kidsmatter and Parenting SA info, Emergency procedures etc. 	<ul style="list-style-type: none"> All preschool and playgroup families have a good understanding of our centre and feel comfortable and confident to speak with all staff and feel connected. Successful playgroup in 2017 Happy, informed families Playgroup packs made up. 	Mid Term 2	<ul style="list-style-type: none">
6/6.3.1	Create a resource list for all support agencies and have it accessible for all staff	M	<ul style="list-style-type: none"> OPAL Continue to work through their programs with support from Alex Day Child and Youth Health Special Ed, Speech (DECD) Local community services: Community Library, Internet Centre, local businesses Morgan Primary School 	<ul style="list-style-type: none"> Agencies contacted when appropriate Guidelines for each department followed Advice sought when required 	Mid Year	<ul style="list-style-type: none"> Worked with OPAL representative up until June 14, (funding for this program no longer exists) List of support services and local contacts compiled and put up in office and staff diary for all staff to be aware of, included in induction folder also <p><i>Reviewed:30/06/16</i></p> <p><i>*Further review Mid Term 1 2017</i></p> <p><i>* Support Services lists checked and modified, displayed in all rooms and in Induction folder and Leadership folder. March 2017</i></p>

<p>6/6.3.2</p>	<p>Develop a Transition document and folder outlining procedures for staff, parents/guardians, and feeder primary schools</p>	<p>M</p>	<ul style="list-style-type: none"> • Put together a working folder filled with information regarding all aspects of Transition: <ul style="list-style-type: none"> ○ letters to parents, DECD information brochures, Preschool brochure, MEC brochure, Transition information from KidsMatter, Preschool Policies, holiday packs, feedback sheets • Questionnaire for prospective preschool parents, What do they want from orientation visits? 	<ul style="list-style-type: none"> • All staff aware of procedures and timelines for Transitions from home to preschool and preschool to school (include staff in planning process) • Parents have input to Transition planning • Families made aware of procedures in a timely fashion • Parents provided with feedback sheets to voice opinions or concerns 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Site transition procedures and folder established for both home-preschool and preschool-school, added to as need arises i.e. brochures etc. • Director currently on Partnership Transition committee working to create Partnership document, ideas and resources shared • Term 3 a letter will go home to 2017 preschool families outlining orientation visits for term 4 as well as enrolment forms and a survey asking what they would like to see happen when their children visit • Parent feedback sheets given out after last orientation visit in Term 4 along with stamped self-addressed envelope for them to be returned to kindy • 2017 Welcome packs sent to new families 2 weeks before start of term 1. These will contain copies of the following: Directors contact information, Healthy Eating, Sunsmart, Attendance Policies, Site Emergency and Evacuation procedures letter, Bushfire pamphlet, Morgan Preschool Information Pamphlet, Draft Term Planner, any relevant Kidsmatter brochures i.e. 'Separation from each other' <p><i>Reviewed:28/08/16</i></p> <p><i>*2017 parents were very grateful for the information pack they</i></p>
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						<i>received in early January prior to the commencement of the kindy year.</i> <i>Further review Mid Term 3 2017</i>
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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 practice 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 QA 7: *Leadership and service management*

Summary of Strengths for QA 7

Strengths:

- All centre responsibilities shared amongst the staff.
- We have a dedicated and supportive Governing Council.
- Records and information are stored securely, both electronically and in files, and provided to the appropriate authorities as required and all in accordance with legislative requirements e.g. attendance, financial, staffing, WHS, enrolment, parent contact details, child protection and custody data etc.
- EYS keeps all our attendance records and child details up-to-date and it is easy to use.
- The Director represents the preschool at Local Partnership meetings, various Early Years Professional Learning Communities, Cluster Days and Mid-Murray Family Connections.
- Our centre's philosophy statement created with the staff and governing council and shared with our families is embedded into our daily practise and connections to EYLF/BBB with the philosophy statement can be seen around the centre.
- Performance Management meetings are held twice a year with all staff articulating clear goals and areas of improvement and success.
- Policies and procedures are reviewed and up-dated in collaboration with all staff and the Governing Council.
- The staff state -*'that this centre has open and approachable leadership.'*
- Families are informed via, the term planner and the outside whiteboard who the staff are for that day, (any planned changes are reported to families prior to the day).
- The Director is involved in Professional Performance meetings throughout the year, with the Educational Director and Early Childhood Leader.
- Parents are provided with information about our preschool program through newsletters, displays, photo pages our new Our Week book and through reporting to the Governing Council.
- The school and kindy staff work collaboratively throughout the year and share training and development opportunities.
- Daily reflections and discussions by all staff, and regular staff meetings, enables thorough review and reflection of the curriculum and progress of children.

Key Improvements Sought for QA 7

Standard Element	7/7.1.2 The induction of educators, co-ordinators and staff members is comprehensive.
Identified Issue	Produce documentation outlining induction steps for both new and relief staff which will be added to and reviewed regularly.
Standard Element	7/7.2.3 An effective self-assessment and quality improvement process is in place.
Identified Issue	Provide all staff with time and opportunity for further understanding and development of RRR with relation to our site and individual staff practice.
Standard Element	7/7.3.1 Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
Identified Issue	Ensure all aspects of storage are appropriate and a record is kept on admin computers and all staff know whereabouts of document and items.
Standard Element	7/7.3.5 Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.
Identified Issue	Ensure all policies are reviewed and updated regularly, and that they are available to be viewed, both hard copy and electronically.

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
<p>7/7.1.2</p> <p><i>(Added: mid Term 3, 2016)</i></p>	<ul style="list-style-type: none"> Update induction checklist for staff and volunteers Create a working resource folder and processes for induction of new staff members and relief staff 	M	<ul style="list-style-type: none"> Induction checklist modified to suit site now – all staff aware and able to conduct with relief staff Working folders set up with relevant information regarding all aspects of induction for new staff and relief staff Aspects to include: <ul style="list-style-type: none"> Daily/weekly routines Medical information Supervision procedures Behaviour policy WHS procedures ECW Duties (added 2017) Initial review at staff meeting: <ul style="list-style-type: none"> Add documents when appropriate to review accordingly 	<ul style="list-style-type: none"> Existing staff aware of all aspects of induction Extensive information folder available for new staff members Relief staff taken through induction checklist steps prior to beginning work: <ul style="list-style-type: none"> Information folder provided on the day for their reference 	Ongoing	<p><i>To be reviewed: Term 1, 2017</i></p> <p><i>All staff very comfortable to run through induction process with relief staff. Folder being added to and amended on a regular basis as new and appropriate information becomes available. Currently relief staff who have been employed on site have found it to be a useful document and folder which they can access throughout the day.</i></p> <p><i>*Reviewed March 2017</i></p>
<p>7/7.2.3</p> <p><i>(Added: mid Term 3, 2016)</i></p>	<ul style="list-style-type: none"> To provide onsite training and development for all staff to better understand RRR 	M	<ul style="list-style-type: none"> Director to introduce document at staff meeting and outline training process to be conducted Fortnightly staff meetings to discuss elements of the document – prior reading and 	<ul style="list-style-type: none"> Staff confident and comfortable to share findings Staff understand the need to change practice to suit site priorities Change in practice 	During terms 4/2016 & 1/2017 and further if necessary	

	and how we can improve individual and whole site practice and confidence		<p>reflection if own and site aspects</p> <ul style="list-style-type: none"> • Reflective questioning done as a team. Come up with a few areas to work on from all of the four scales: Relationship, Active Learning Environment, Wellbeing, Involvement • Director to provide support and encouragement to staff, model practice 	observed		<p><i>*Tie in with 5/5.1.1</i> <i>To be reviewed: start Term 2, 2017</i></p>
7/7.3.1	<ul style="list-style-type: none"> • Document written outlining storage of all confidential information. 	H	<ul style="list-style-type: none"> • Director to assess storage system and amend where necessary. • All staff advised as to storage procedures and legal requirements. 	<ul style="list-style-type: none"> • Documents stored safely and securely • All staff aware of procedures and are able to locate on request. 	Ongoing	<ul style="list-style-type: none"> •
7/7.3.5	<ul style="list-style-type: none"> • To keep all policy documents updated and current 	M	<ul style="list-style-type: none"> • All policies reviewed by staff during staff meetings in term 1 • Staff update/amend policies where necessary when due • Policies ratified by Governing Council • Policy review schedule set up and followed 	<ul style="list-style-type: none"> • Policy folders provided for all staff and families to borrow and view at their request or as an electronic copy for them to access at home 	Mid Year	<ul style="list-style-type: none"> • ✓ • Sunsmart Policy and Philosophy Statement reviewed by staff and ratified by Gov Council in 29/02/16 • All WHS policies and documents updated per SMART schedule • Policies to be reviewed and ratified in <u>Term 3</u>: Attendance, and Parent Complaint. <u>Term 4</u>: Healthy Food, Hot Weather and Positive Behaviour • Policy Review schedule followed, situated at front of Policies folder

						<i>Reviewed:30/06/16</i> <i>*Further review Term 2</i> <i>2017</i>
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