



Australian Children's  
Education & Care  
Quality Authority

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

## Service details

<b>Service name</b>	<b>Service approval number</b>
Vale Park Preschool	SE 00011080
<b>Primary contact at service</b>	
<b>Sharron Octoman</b>	
<b>Physical location of service</b>	<b>Physical location contact details</b>
Street: Corner of Ascot Avenue and Tonkin Street Suburb: Vale Park State/territory: South Australia Postcode: 5081	Telephone: 82610228 Fax: 82666017 Email: dl.4672_leaders@schools.sa.edu.au
<b>Approved Provider</b>	<b>Nominated Supervisor</b>
Primary contact: Ms Trish Strachan Telephone: 08 8226 3463 Mobile: Fax: 08 8226 0159 Email: trish.strachan2@sa.egov.au	Name: Sharron Octoman Telephone: 82610228 Mobile: 0419 863 254 Fax: 82666017 Email: <a href="mailto:dl.4672_leaders@schools.sa.edu.au">dl.4672_leaders@schools.sa.edu.au</a> Or Sharron.Octoman76@schools.sa.edu.au
<b>Postal address (if different to physical location of service)</b>	
Street: Suburb: State/territory: Postcode:	

## Operating hours

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

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

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8.00	8.00	8.00	8.00	Playgroup 9-10.30 Terms 1, 2, 3		
Closing time	15.30	15.30	15.30	15.30			

## Additional information about your service

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

Vale Park Preschool operates during school terms.

A transition session, Playgroup occurs on Friday mornings during terms 1, 2 and 3 to support the transition of children and families into the preschool.

Children also attend 2 transitions during term 4, the year before they start Preschool.

How are the children grouped at your service?

Vale Park Preschool has a capacity of 45 children per session.

The children attend either full days on Monday/Tuesday or Wednesday/Thursday depending on family wishes and availability.

The children come together each morning and at the end of the session as one large group for a short period of time.

At the beginning of the year, the children are separated into two smaller groups of about 22 children. We consider these groups to be primary carer groups and use this time to establish and develop relationships and a sense of belonging. The children form small inquiry groups during the day based on their interests, friendships and the learning focus.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

Nominated Supervisor, Sharron Octoman

## Service statement of Educational Philosophy

The foundation for lifelong learning is established in the early years of a child's life. We value children as curious, independent, capable and competent learners who question and investigate their world while developing their learning identity.

Our learning environment enables children to co-construct their learning through involvement in authentic experiences embracing culture, values and interests.

The planning cycle informs the emerging curriculum through regular collaborative reflection and analysis of children's engagement, interests, dispositions and abilities.

The curriculum is implemented through intentional teaching moments and play based experiences in conjunction with an Inquiry Approach. The Early Years Learning Framework guides our practice into which we incorporate the Keeping Safe: Child Protection Curriculum, Indicators of Preschool Literacy/Numeracy as well as Science, Technology, Engineering and Mathematics (STEM).

We seek to facilitate an environment where children:

- Feel a strong sense of self and cultural identity.
- Are valued, confident and feel a sense of belonging.
- Develop positive and respectful relationships with their peers, educators and the environment.
- Take responsibility for their health, physical wellbeing and the natural world.
- Develop a range of skills and processes necessary for life including inquiry, investigation, critical thinking, persistence and resilience which includes risk taking.
- Communicate in multiple ways for a range of purposes.

As educators at Vale Park Preschool we:

- Respect and respond to children in a caring, positive and thoughtful manner.
- Provide a challenging and inclusive environment.
- Work in partnerships with families, the community and relevant professionals.
- Regularly reflect on our practise and participate in ongoing Professional Training and Development.
- Work collaboratively embracing each other's knowledge, skills and strengths.
- Are open to new ideas and challenges
- Have high expectations for ourselves and the children.

**Vision statement:**

Children are curious, independent, capable and competent learners who investigate their world. A high quality learning environment is facilitated enabling children to deeply engage in play based experiences strengthening their dispositions for learning which extend their understanding of themselves and their world.

**Mission Statement:**

Educators at Vale Park Preschool are committed to enhancing children's understanding of the world around them and their sense of self and learning identity so that they can become fulfilled and reflective individuals and active compassionate citizens. We value partnerships with families and the wider community.

# Quality Area 1: Educational program and practice

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

## Quality Area 1: Standards and elements

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

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

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

## Quality Improvement Plan for QA1

<b>Strengths</b>	<p><b>1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development.</b></p> <p><b>1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, and confidence as learners and effectiveness as communicators.</b></p> <ul style="list-style-type: none"> <li>• Our educational program and curriculum is guided by the principles, practices and outcomes outlined within the Early Years Learning Framework (EYLF)</li> <li>• The DECD priorities also guide the curriculum through STEM, Literacy and Numeracy Indicators</li> <li>• Each child's learning and development opportunities are maximised through our quality play based curriculum based on the EYLF and rich documentation undertaken as part of our cycle of planning</li> <li>• <i>Identity:</i> We provide families with opportunities to share information about their child, their families, culture and celebrations throughout the year. We also encourage children to share their learning at group times which shows children's learning, interests and identity and enables them to learn from each other while reflecting on their learning</li> <li>• We provide opportunities for children to learn from people in the community</li> <li>• <i>Wellbeing:</i> We enrich children's sense of belonging; with an explicit focus in term one. Throughout the year we implement the Keeping Safe Child Protection curriculum which equips children with protective strategies</li> <li>• <i>Confidence as learners:</i> We observe, document and discuss children's individual interests and ideas and further children's achievements and abilities in our planning. We also encourage children to share their learning and discoveries with their peers incidentally and at group times</li> </ul>
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- *Effectiveness as communicators:* Children are taught to be aware of non-verbal communication through discussions on feelings and being safe/unsafe. We also equip children with strategies for implementing their self-help skills, e.g. 'stop it I don't like it'. We listen to children and respond by using open-ended questions to promote and extend language, problem solving and thinking skills

**1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.**

- Our planning cycle embraces children's current knowledge, ideas, culture, abilities and interests. This information subsequently informs our program
- Upon enrolment and through Child Profiles we gather information about children's culture, celebrations and special people/animals in children's lives. This information is used for us to get to know the child in context of their family and culture and facilitates us to plan for meaningful and relevant play based opportunities for learning
- We learn from our families and invite them to participate in their child's learning as well as to help us celebrate cultural celebrations

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

- The program, including routines are implemented in ways that maximise opportunities for each child's involvement and engagement in learning. Long periods of uninterrupted inside/outside learning time, a variety of supported small and large group experiences as well as rich project/inquiry experiences maximises the children learning.

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

Documentation about each child's program and progress is made available to families in many ways:

- Each child has documentation highlighting their involvement/participation in the curriculum. Documentation is shared in various ways with families throughout the year with opportunities for families to provide feedback on current and future learning
- Information containing the content and operation of the educational program is made available to families through newsletters and is displayed on the family communication board
- Families' voice is evident within documentation, parent teacher interviews and conversations with families. Relevant and appropriate information is also recorded in the Emerging Program page to inform the next week's/days program

**1.1.5 Every child is supported to participate in the program.**

- Due to our focus on observing and planning for individual children within our programming cycle, each child is actively and consistently supported to engage in the program
- Children who speak English as a second language are supported by educators and Bilingual workers to participate in the program. We actively seek to connect with these families in order to gain a picture into the child's world and find ways to provide a sense of belonging for each child and their family
- Children with special rights are supported to participate in the program by having individual learning goals formulated by educators, support workers, families and other relevant professionals working in partnership with us. Through their goals, modifications are made to cater for individual children's needs. All educators are aware and kept up to date with children's learning plans and current health/learning circumstances. We provide multiple open ended experiences for children to enter and exit experiences and discussions that are relevant, meaningful and purposeful for them

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

- Through The Keeping Safe Child Protection Curriculum, we teach strategies and equip children with tools to enable them to make informed choices about safety, uncomfortable/difficult situations and ways that build on their awareness of their emotions. Additionally, this Curriculum provides children with strategies to respond to behaviours of others
- Children are able to self-select resources and equipment. Our educators critically review the spaces and environment to ensure children are leading their learning. Interactions with children convey a message of trust in the child to take emotional and physical risks in order to learn and educators encourage children to assess risk and make informed decisions. Flexible routines include opportunities for children to share and

- celebrate their learning with their peers and educators throughout the day
- 1.2 Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.**
- 1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.**
- Our ongoing cycle of planning incorporates a variety of strategies and multiple voices, to collect, document, organise, synthesise and interpret data. This information that is guided by the five broad outcomes of the EYLF in turn guides the questioning and planning of learning goals, ILP's and the setting up of the environment
  - Family voice and input from relevant professionals (when required) is also incorporated into the learning goals and planning for children
- 1.2.2 Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.**
- Educators respond to children's ideas and play by observing children, working alongside and with children, and following interests, supporting spontaneous experiences and facilitating learning spaces based on children's voice. To us, this means keenly listening & observing children as they play and research their world and their place in it and to work in each child's Zone of Proximal Development in order to more effectively scaffold children's learning and stretch their thinking
  - Our educators are intentional in their approach to working with children, they are thoughtful and purposeful when they implement a variety of teaching opportunities that include, but are not limited to teachable moments, planned and spontaneous moments, sustained shared conversations, and facilitating children's initiated inquiry
  - We implement an Inquiry Approach that allows us to gain an understanding of children's knowledge and theories as well as to deepen understanding of a topic and guide exploration and development of the children's learning. The Inquiry Approach allows us to scaffold children's learning with a deeper level of understanding and higher level of engagement to build on children's dispositions for learning
  - We implement the Science Technology Engineering and Maths (STEM) approach which is a focus of our Department for Education and Child Development (DECD) Morialta Partnership. We are providing a variety of experiences and small group opportunities to explore STEM
- 1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.**
- Our team of educators critically reflect on children's learning and development, both individually and collectively regularly, at program meetings. The information gathered, multiple perspectives, and ideas are then used for designing plans that are incorporated into the program
  - Educators regularly reflect on relevant, peer reviewed literature during staff meetings in order to provoke our thinking in order to improve our pedagogical knowledge and practice and the overall program
  - A range of professional tools are used to gather data and reflect on the findings in order to evaluate our program and practice

## Key improvements sought for QA1

<b>Standard/element</b> <b>Standard 1.2</b> <b>Element 1.2.3</b>	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.
<b>Identified issue</b>	To develop systems and structures to ensure deeper and more informative observation and documentation of children's learning and development. We want to create a richer and more engaging learning environment.

## 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
1.2.1	<p>Educators engaged in processes that enable them to deeply observe, analyse and plan for children's learning</p> <p>Empowered learners exploring and engaging in authentic, purposeful play that fosters creativity, critical thinking, communication</p>	H	<p>Educators to continue to develop their understanding of and practices in regard to Assessment for Learning</p> <p>Educators reflecting on current practices through the lens of deeper engagement and by using a range of tools including the book 'Are you listening?' by Lisa Burman and the RRR active learning scales</p> <p>Educator engagement in T&amp;D on literacy (oral language and questioning), numeracy, technology and dispositions/habits</p> <p>Educators and children engaged in inquiry projects focused on deeper engagement and dispositions/habits for learning</p> <p>Educators engaged in an inquiry project: How do we use a range of developmentally appropriate strategies/scaffolds to facilitate construction of deeper meaning e.g. questions, prompts, confirmation, affirmation, feedback, expansion, reflection, joint problem solving, modelling,</p>	<p>Educators increased confidence to provoke and extend learning through questioning, dispositions/habits and the environment</p> <p>Tools (literacy, oral language and STEM) show increased educator skills, knowledge and pedagogy</p> <p>Educators monitoring and reporting on each child's literacy and numeracy development utilising the indicators</p> <p>Meaningful documentation of curious children and educators, persisting, creating, critically thinking/reflecting on, revisiting, collaborating and confidently communicating their thinking and learning using their 100 languages</p> <p>Educators (purchase) and children having access to technology and using it to enrich, extend and make their learning visible</p> <p>Site agreements developed and used for Numeracy, Literacy and</p>	Ongoing	

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>mediation and deconstructing?</p> <p>Providing opportunities that enable educators and children, to create, to wonder, to take risks and to make their learning visible using technology</p> <p>Developing a site agreement for the teaching of mathematics/numeracy</p> <p>Developing a site agreement for the teaching of literacy</p> <p>Developing a site agreement for the teaching of technology</p>	Technology		

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

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

### Quality Area 2: Standards and elements

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

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

<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
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

<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
2.1.1, 2.1.4, 2.3.2	regulation 90	Medical conditions policy
2.1.1, 2.1.4, 2.3.2	regulation 91	Medical conditions policy to be provided to parents
2.1.1, 2.1.4	regulation 92	Medication record
2.1.1, 2.1.4	regulation 93	Administration of medication
2.1.1, 2.1.4	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.1, 2.1.4	regulation 95	Procedure for administration of medication
2.1.1, 2.1.4	regulation 96	Self-administration of medication
2.3.3	regulation 97	Emergency and evacuation procedures
2.3.3	regulation 98	Telephone or other communication equipment
2.3.2	regulation 99	Children leaving the education and care premises
2.3.1, 2.3.2	regulation 100	Risk assessment must be conducted before excursion
2.3.1, 2.3.2	regulation 101	Conduct of risk assessment for excursion
2.3.1, 2.3.2	regulation 102	Authorisation for excursions

	<b>Related requirements</b>	
2.3.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.1.1, 2.3.2, 2.3.3	regulation 161	Authorisations to be kept in enrolment record
2.1.1, 2.1.4, 2.3.2, 2.3.3	regulation 162	Health information to be kept in enrolment record
2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.3	regulation 168	Education and care service must have policies and procedures
2.1.3, 2.2.1, 2.3	regulation 168(2)(a)	Policies and procedures are required in relation to health and safety, including matters relating to: (i) nutrition, food and beverages, dietary requirements; and (ii) sun protection; and (iii) water safety, including safety during any water based activities; and (iv) the administration of first aid
2.1.4, 2.3.3	regulation 168(2)(b)	Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with regulation 85
2.1.4	regulation 168(2)(c)	Policies and procedures are required in relation to dealing with infectious diseases, including procedures complying with regulation 88
2.1.1, 2.3.3	regulation 168(2)(d)	Policies and procedures are required in relation to dealing with medical conditions in children, including the matters set out in regulation 90
2.3.3	regulation 168(2)(e)	Policies and procedures are required in relation to emergency and evacuation, including the matters set out in regulation 97
2.3.2	regulation 168(2)(g)	Policies and procedures are required in relation to excursions, including procedures complying with regulations 100 -102
2.3	regulation 168(2)(h)	Policies and procedures are required in relation to providing a child-safe environment



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

## Quality Improvement Plan for Q2

### Summary of strengths for QA2

<b>Strengths</b>	<p><b>2.1.1 Each child's health needs are supported.</b></p> <ul style="list-style-type: none"> <li>• Each child's health needs are consistently supported, monitored and promoted accordingly</li> <li>• Each child with a specific health need has their photo displayed in a confidential location on the outside of the medications cupboard located in the kitchen. Inside the medications cupboard are medication containers containing individual children's medications and medical plans. These are stored together in an individual container which is clearly labelled with the child's photo, name, days attending and type of plan and emergency contact information</li> <li>• Enrolment records contain health information and authorisations for each child enrolled at the service</li> <li>• Information about health needs of children (photos, health, name, days attending) is also kept in the Induction Folder and lunch kits.</li> <li>• Children/Staff with Special Needs checklist is kept in the kitchen medication cupboard</li> <li>• Children with Dietary Needs and Cultural Requirements are also monitored and supported by having their individual photos and information about their needs displayed on the outside of the medication cupboard in the kitchen, Lunch Folder and Induction Folder. This system supports educators to access information quickly if required</li> <li>• Educators are informed of children's individual health needs and educators practice 'Epipen and Asthma First Aid Procedures' regularly</li> <li>• Parents are informed and reminded through newsletters and conversations to keep educators up to date with any changes to children's health needs. Medical plans and medication expiry dates are monitored</li> <li>• If medication is required to be administered during preschool sessions, parents must provide a letter signed by their doctor and fill in the Medication Record which is kept in the kitchen cupboard. Educators also fill in the Medication Register if medication is administered and family's signatures are sought on collection of the child to ensure detailed information is communicated to the family. The site has a Medical Conditions Policy</li> <li>• The Preschool is Nut and Egg Aware. We encourage families and educators to support this by not providing foods that contain these ingredients. Cooking substitutes are provided in the preschool where required. The site has a Healthy Eating Policy (Allergies). Playgroup also supports this and information is included in the Playgroup Handbook</li> <li>• Risk Minimisation Plans are developed by educators parents)</li> </ul> <p><b>2.1.2 Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.</b></p> <ul style="list-style-type: none"> <li>• A range of opportunities are provided for both individual and groups of children to effectively meet the needs for sleep, rest and relaxation.</li> </ul>
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Families are consulted when necessary.

- Each child is supported to reflect on their feelings and are guided in understanding their own sensory profile. In this way, our children develop a greater awareness of their own needs including thirst, hunger, rest, quiet time, comfort, and that of others
- Quiet experiences are available and accessible to all children to meet their needs of rest and relaxation

#### **2.1.3 Effective hygiene practices are promoted and implemented.**

- Preventative steps are evident in controlling the incident and spread of a variety of infectious diseases. For example, an Infection Control Plan has been developed outlining actions to be taken to control the incidence and spread of a variety of infectious diseases
- More detailed information about infection control is available in the Work Health Safety and Induction Folders
- Pictures of children washing their hands are displayed for children to see in the bathroom area and outside wash area
- Educators role model appropriate health and hygiene practices
- In term one; educators discuss with children how to keep safe by washing their hands effectively before and after eating, after the toilet, after wiping their nose and messy craft activities. Children were also shown how to wash their hands and flush the toilets. Reminders are provided when required and plans are created to support learning through the program
- The children's bathroom is cleaned by a professional cleaner after preschool hours as well as at every lunch time by an educator. A Bathroom Cleaning procedure is displayed in the children's bathroom and records of cleaning are maintained in the Educator Attendance Folder (located in the office)
- Resources used by children are cleaned before being packed away or at the end of each term. Records of cleaning are maintained in the art area on the wall and filed in a Cleaning Folder in the office
- At the end of each term an extensive list of furniture, materials and equipment is compiled for end of term cleaning
- Site laundry is allocated to a family each week

#### **2.1.4 Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.**

- Preventative steps are evident in controlling the incident and spread of a variety of infectious diseases. For example, an Infection Control Plan has been developed outlining actions to be taken to control the incidence and spread of a variety of infectious diseases
- Families are advised to keep children home if they are unwell. The preschool requests to be informed about the occurrence of illnesses so the appropriate and relevant information can be passed onto other parents if required
- Educators are also advised to stay home if they are unwell and to advise the Preschool of their illness
- Infectious diseases and illnesses are investigated using the "What Have You Got" handbook/website and subsequent recommended exclusion periods are adhered to. Relevant information about the disease/illness is also provided to families
- Injuries are managed in accordance with the appropriate first aid required for each situation. Records of minor injuries are kept in a blue carbon book. Records of major injuries are made in the Incident, Injury, Trauma and Illness record, located in the office book case. All injuries are recorded here. Head injuries are also recorded on the First Aid notification – Minor Head Injury form which is located in the Incidents Injury, Trauma and Illness folder. All records of major injuries are signed by families and all significant injuries and head injuries are notified to families by phone immediately. At the end of each term the injury records are analysed to identify common hazards and injuries. These hazards are discussed at staff meetings and addressed.
- Children who are not immunised are recorded in the Early Years System and on our Immunisation Register which is kept in the Emergency Contact Folder. If children are not immunised the Director will speak with the families and an Immunization Schedule is given to them. Immunisation Schedules are available in the Parent Information Folder which is on the Parent Sign in Table

- Families are advised of cases of infectious illnesses in the service and provided with information about the nature of the illness, incubation and infectious periods and the services exclusion requirements for the illness

- Children are guided to consume food and drinks in a safe and hygienic manner while seated

**2.2.1 Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.**

- Healthy eating is consistently and actively promoted in accordance with the Nutrition and Food Policy
- Educators model healthy eating practices at the preschool and encourage children to make healthy food choices at lunch and snack times
- Children are encouraged to bring a bottle of water from home. A jug of filtered water and cups are also supplied by the preschool and are available at all times for children to access if required
- Healthy foods are cooked at preschool with the children
- Recipes of food cooked with the children are displayed in the sign in area and is then filed in the Newsletter Folder
- Drinks are stored in the drinks trolley near the entrance door to encourage and remind the children to drink more water throughout the day

**2.2.2 Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.**

- The Preschool offers a variety of physical experiences, through both planned and spontaneous play situations. All children are encouraged to participate to their own ability and are involved in selecting equipment
- Open ended, flexible experiences for exploration and learning are provided to provide opportunities for all children
- Children are actively involved in discussions around the value of physical activity

**2.3.1 Children are adequately supervised at all times.**

Systems are in place to ensure children are effectively supervised at all times by:

- Ensuring educator/child ratios are maintained during play in accordance with children's interests
- Educators positioning themselves to maximise supervision
- Educating children that they are not to go outside without an educator

**2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.**

Effective steps are taken to identify and manage risks and precautions taken by:

- Educators check equipment and toys for hazards. These are removed, fixed, or disposed of
- Safety inspections are performed on the indoor and outdoor environments
- Educators implement the Child Protection Curriculum therefore equipping children with strategies to keep themselves out of harm
- Risk/benefit assessments are developed with children in order to ensure that the environment is rich in learning possibilities, and everyone is involved in assessing and reducing harmful risk

**2.3.3 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.**

Plans to effectively manage incidents and emergencies are developed, reviewed and implemented in consultation with relevant authorities by:

- Creating a DECD Emergency Management Plan which includes invacuation and evacuation procedure
- Incidents are managed by ensuring all educators have current first aid qualifications
- Termly emergency drills, evaluations of and current portable emergency contacts details
- Displays of written plans for the management of an asthma attack, anaphylactic reaction in the kitchen/staff area
- Fire-extinguisher and electrical testing conducted by professional each year

**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.**

- Educators are aware of their responsibilities to respond to every child at Risk of Abuse or Neglect (RAN) and hold current certificates of training
- Educators understand their roles and responsibilities in accordance with Child Protection Legislation by attending the Keeping Safe Child Protection Curriculum training
- All educators have current Working with Children Checks
- Families, including Governing Council members are provided with many opportunities to attend RAN training

## Key improvements sought for QA2

<b>Standard/element 2.1.4</b>	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.					
<b>Identified issue</b>	To seek and record more detailed immunisation records for all children and follow the DECD procedure					
<b>Standard/element</b>	<b>What outcome or goal do we seek?</b>	<b>Priority (L/M/H)</b>	<b>How will we get this outcome? (Steps)</b>	<b>Success measure</b>	<b>By when?</b>	<b>Progress notes</b>
2.1.4	To receive detailed immunisation records for all children and document them in the Early Years System (EYS)	H	Seek documentation from families by the end of term 1  To create an effective process to record children who's immunisations are not up to	All children's immunisation records are recorded and records show what immunisations children have had	End term 1	

			<p><b>date.</b></p> <p>Record the information in the EYS</p>			
2.3.3	To create an Emergency procedure for bomb threats, death threats and fire that can be enacted with Vale Park Primary School that enables each site to safely evacuate children	H	<p>To reflect on current practises and how both sites could evacuate together</p> <p>To consult with Vale Park Primary School and create a shared document</p>	An Emergency plan/procedure is created together and enables each site to safely evacuate children	End term 1	

## Quality Area 3: Physical environment

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

### Quality Area 3: Standards and elements

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

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

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

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

## Quality Improvement Plan for QA 3

### Summary of strengths for QA3

<b>Strengths</b>	<p><b>3.1.1 Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.</b></p> <ul style="list-style-type: none"> <li>• The outdoor and indoor environments are developed to foster children’s learning and development and cater for all children</li> <li>• The environment is viewed as the ‘third teacher’, with resources to stimulate and invite participation and learning</li> <li>• The environment provides opportunities for children to safely and effectively learn individually and collectively in small and large groups</li> <li>• The environment provides opportunities for active play, appropriate risk taking, rest and relaxation</li> <li>• The outdoor area consists of natural elements such as trees, plants, wood rounds and sand. Adequate shade is provided in these areas. The sandpit and synthetic grassed area are also covered by a solid roof which provides shade during summer and protection from rain during winter</li> <li>• The outdoor area is appropriately fenced with tubular fences around the perimeter of the grounds and supports transitions to preschool and to school</li> <li>• Furniture is appropriately sized for the safe use by children. Resources are age appropriate and available in adequate quantities to stimulate learning, positive interactions and communication</li> <li>• Hand washing troughs are located outside under the veranda and inside in the toilet area. Both facilities are available to children at all times.</li> <li>• The building is lit with artificial and natural light, and the indoor area can be appropriately aired by opening windows and doors and using ceiling fans</li> </ul> <p><b>3.1.2 Premises, furniture and equipment are safe, clean and well maintained</b></p> <ul style="list-style-type: none"> <li>• The safety, cleanliness and maintenance of the premises, furniture and equipment is always a high priority</li> <li>• Safety checks occur daily and quarterly</li> <li>• Resources, equipment and furniture are cleaned after use or at the end of each term. These objects are cleaned, checked and stored in a systematic way</li> <li>• DECD informs us via email of hazards. Once we receive these alerts we reflect upon the relevant object for our site and its potential for injury and put in action any strategies to prevent injury</li> </ul> <p><b>3.1.3 Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.</b></p> <ul style="list-style-type: none"> <li>• Outdoor and indoor environments allow for flexibility of learning for all children. Children are encouraged and supported to access or request their own resources for learning</li> </ul>
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- Facilities are accessible to all children, including those with special rights
- Experiences are set up with adequate space between them to ensure a safe walkway can be established at all times of the day

**3.2 The environment is inclusive, promotes competence, independent exploration and learning through play.**

**3.2.1. Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.**

- Children have access to natural environments (vegetable garden, trees and plants, climbing tree, dirt patch, frog pond, mud kitchen, water and sand) and natural materials are provided to stimulate children's thinking, collaboration, communication and ability to make choices in their learning. Natural and manufactured loose parts are available for children to use in their play
- Snack and lunch times are arranged so that children can discuss between themselves and educators the types of foods they are eating, and other areas of health and physical wellbeing
- Children are involved in watering and caring for the plants.
- Children are involved in creative projects which become a part of the environment

**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.**

- Resources are available in adequate quantities to stimulate learning and positive interactions; the open-ended nature of the materials allows them to be used in multiple ways
- As a part of the programming cycle, the indoor and outdoor environments are regularly rearranged to suit the interests and needs of the children
- While using the swings and trampoline, children use strategies and tools to ensure appropriate participation. Children are also involved in risk/benefit discussions about safe and collaborative play
- A holistic approach to teaching and learning guides the learning program and attention is paid to children's physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning
- When setting up learning experiences, educators ensure small groups of children are able to be fully engaged in the experience and verbal and non-verbal communication is stimulated.

**3.3 The service takes an active role in caring for its environment and contributes to a sustainable future.**

**3.3.1 Sustainable practices are embedded in service operations.**

- Sustainable practises are embedded in the program, the children are involved in the practises and they are shared with our families. Children are supported to be environmentally responsible and show respect for the environment. Children use recyclable items, timed water taps and water for the sandpit and garden is resourced from the rainwater tank.
- Children are provided with and use appropriate waste bins that correspond to the council waste bins.
- Families contribute recycled materials for construction and play experiences. This supports and promotes recycling from home to preschool. The children empty the recycling bins into the council recycling bins and place them on the kerb for the recycling collection
- The service has a practice of only printing material if it is necessary

**3.3.2 Children are supported to become environmentally responsible and show respect for the environment**

- Included in the planning cycle are animals from the Nature Education Centre, this provides an opportunity for children to interact with, observe, look after and keep safe a variety of animals and to learn about their natural world
- Children are actively involved in looking after the environment and are educated about the importance and impact of looking after the environment

- The children have participated in inquiries focused on caring for and being environmentally responsible such as – How do we care for ourselves and our environment?

## Key improvements sought for QA3

<b>Standard / Element 3.2.1</b>	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments
<b>Identified issue</b>	To continue to develop the environment so that it further develops children’s dispositions and habits for learning: curiosity, collaboration and communication.

## 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
Standard Element 3.2.1	To create learning environments that further stimulate and develop collaborative learning, promote creativity and curiosity and use natural and man-made materials	M	<p>Educators to reflect on and evaluate the learning environments and to seek professional advice to further develop the environment</p> <p>To continue to develop the shed and storage facilities</p>	<p>Higher levels of engagement by the children. Children independently accessing materials to extend their learning and follow their interests</p> <p>Flexible learning spaces</p> <p>Increased participation by children in selecting materials and setting up the environment</p>	ongoing	

## Quality Area 4: Staffing arrangements

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

### Quality Area 4: Standards and elements

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

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

<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
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
<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	

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

# Quality Improvement Plan for QA4

## Summary of strengths for QA4

### Strengths

#### **4.1 Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing**

- Educator to child ratios are maintained at all times
- All staff hold appropriate job specification and first aid qualifications and meet necessary DECD employment requirements
- Vale Park Preschool is purposefully organised to ensure a high quality program by allocating children to a primary carer who monitors their learning and development more closely
- The termly educator rosters contribute to educator understanding of the structure of and the organisation of the centre
- We regard communication, participation and respect amongst educators as a high priority and have processes in place to enable this which includes a diary, email communication system and the sharing of training and development
- Incidental conversations and regular meetings occur after the children have gone home. These conversations and meetings are used to discuss and reflect on the learning program/ individual children
- Staff meetings occur on a Friday to support the engagement of all educators
- When employing new educators, we firstly offer employment to existing part time educators to ensure continuity of staff across the site. This supports the development of relationships and promotes consistency of practice and ease of sharing information for all
- We make every effort to employ regular TRT staff to ensure greater understanding and knowledge of the site practices, children and families and the learning program

#### **4.2 Educators, co-ordinators and staff members are respectful and ethical**

##### **4.2.1 Professional standards guide practice, interactions and relationships**

- The philosophy and the Early Childhood Australian Code of Ethics is discussed/ reviewed every year collaboratively using the lens of our practice
- Our Behaviour Guidance policy guides our interactions when dealing with conflict and promotes positive relationships and a safe and predictable environment. We use the Restorative Practices model with a focus on learning and on solving the problem/concern involving all parties
- Our Concerns and Complaints policy provides our adult community with clear and specific strategies to voice any concerns and to promote positive interactions
- All educators have access to EYLF, NQS, National Regulations and Guide to NQS, Educators Guide to EYLF, policies and procedure and other documents which are embedded in our practice, interactions and relationships

##### **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 and to improve practice and relationships**

- We develop professional learning communities by educators using a range of tools to reflect on children's experiences and teaching strategies collaboratively
- We believe learning is life long and that we learn with and from each other and therefore educators attend training and development together and engage in reflections to improve practices. Through collaborative discussions educators challenge and affirm existing practices with a lens of continuous improvement
- Educators are involved in inquiry projects that challenge and affirm current practices, involve new learning collaboratively

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

- Educators believe that relationships form the basis of a good working environment and acknowledge each other's strengths and skills.

## Key improvements sought for QA4

<b>Standard/element</b> 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 and to improve practice and relationships
<b>Identified issue</b>	We have some new educators and there we want to collaboratively engage in joint professional learning and use this to build a sense of team and a learning 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
4.2.2	To build on our current professional relationships and create an effective learning community	M	<p>Educators participate in a self-review of the philosophy</p> <p>Educators engage in reflective discussions using the RRR document and the book "Are you listening?" by Lisa Burman and other relevant tools</p> <p>Educators engaged in professional learning experiences and then reflect and plan collaboratively</p>	<p>Our practice is reflected on through our philosophy</p> <p>All educators collaboratively reflecting on current practices and developing their knowledge, skills and practice</p>	ongoing	

## Quality Area 5: Relationships with children

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

### Quality Area 5: Standards and elements

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

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

<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
5.2	section 166	Offence to use inappropriate discipline
5.1, 5.2	regulation 155	Interactions with children

5.2	regulation 156	Relationships in groups
	<b>Related requirements</b>	
5.1, 5.2	regulation 73	Educational program
5.1, 5.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1, 5.2	regulation 162(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

## Quality Improvement Plan for QA5

### Summary of strengths for QA5

<b>Strengths</b>	<p><b>5.1.1 Interactions with each child are warm and responsive and build trusting relationships.</b>  Interactions between educators and children are respectful, trusting and caring with the intent to promote the child's sense of security and belonging. Educators develop these relationships by:</p> <ul style="list-style-type: none"> <li>• Greeting children each morning. Being warm, welcoming and accommodating to their feelings during this transition time</li> <li>• Listening to the children and through practicing the pedagogy of listening based on the "Reggio Emilia" approach and responding promptly and appropriately to their needs and concerns</li> <li>• Engaging in conversation with children to learn about their interests, family and identity in order to further understand the child's world</li> <li>• Working alongside children as they inquire/research their world. Educators and children share their knowledge in this time, and learn together</li> <li>• Fostering small group projects that provide children with opportunities to engage on a deeper level with educators.</li> <li>• Providing opportunity to meet and spend some time with educators during Playgroup and Transition visits</li> </ul> <p>These strategies enable children and families to develop relationships, and thus feel more comfortable throughout the transition period</p> <ul style="list-style-type: none"> <li>• Implementing the Child Protection Curriculum, reinforcing to children that educators are here to keep all children safe</li> </ul> <p><b>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.</b>  Every child is able to engage with educators in meaningful, open interactions by:</p> <ul style="list-style-type: none"> <li>• Facilitating open-ended experiences that are inviting to all children, and by encouraging children to participate at a level that is appropriate to them</li> <li>• Understanding and encouraging children to communicate their thoughts and ideas, both verbally and non-verbally (Hundred Language of</li> </ul>
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Children) and educators actively listening to these verbal and nonverbal languages

- Each child engages with educators in meaningful ways to support the acquisition of skills for life and learning by:
- Guiding children to independently solve encountered problems and teaching them strategies for the future
- Promoting and using language of the dispositions for learning, this equips children with important life skills
- Encouraging children to take risks in their learning which results in increased confidence and self-belief
- Using open-ended questions to encourage children to think deeply about the topic/situation /their actions

### **5.1.3 Each child is supported to feel secure, confident and included.**

Each child is consistently included and involved in the program by:

- Specific programming cycle implementation; the Individual Programming element of the planning cycle ensures that each child is observed, documented, planned for and their involvement evaluated
- Seeking information from families during the enrolment process which informs the learning program
- Liaising with relevant professionals to support the children's engagement and participation in the learning program
- In Term 1 our main focus is on establishing each child's sense of belonging and wellbeing as they settled into the new routine and environment. Furthermore, there is a strong focus on building positive relationships with the children and their families. We provide families with opportunities to share information about their child's identity by gathering information upon enrolment on the Child Profile form. Information about families, culture, celebrations and interests is collected and used to plan the learning program
- Additionally, we have enriched children's sense of belonging and inclusion by:
- *Creating a belonging area, where children have displayed their Identity Profile as a representation of inclusion and belonging at Vale Park Preschool*
- *A Family Area display, featuring photographs of children's families*
- Engagement in an experience where children painted a self-portrait with a description of their interests. The portraits were then displayed in the preschool for all children, families and visitors to view
- Singing songs, reading stories, using languages from other cultures eg. greetings in different languages
- The implementation of the Child Protection Curriculum
- Bilingual and Support Educators contributing to each child' feeling of security and support through their exclusive knowledge and understanding which they share with all the educators at the centre
- As a result of this inclusion and meaningful involvement, children are able to display confidence and a sense of security here at Vale Park Preschool

### **5.2.1 Each child is supported to work with, learn from and help others through collaborative learning opportunities.**

Vale Park Preschool facilitates multiple collaborative learning opportunities in the nature of small group Inquiry projects.

These collaborative learning opportunities:

- Are valued by educators at Vale Park Preschool
- Are presented in a way that allows and promotes collaborative play, communication, risk taking, resilience, and problem solving in both indoor and outdoor environments
- Allow educators to model and guide children to enter and maintain their play with other children
- Encourage and support different groups of children to participate in play situations in the hope of expanding friendships circles

- Encourage children to share and reflect on their learning during large group times by displaying their name for sharing
- Enable a variety of opportunities for educators and children to hear each other's voice
- Enable children to engage in inquiry projects based on their interests and learn in collaborative ways

**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.**

- Vale Park Preschool has an effective Site Behaviour Code in place
- Educators follow a Restorative Practice model of conflict resolution, an inclusive way of bringing all children to resolve the issue
- Behaviour is viewed using a learning and development lens
- Supporting children to develop and grow self-regulation skills and strategies to manage conflict situations by saying 'Stop I don't like it!' and using appropriate gestures and body language as well as being able to stop and think before acting on their strong feelings
- Encourage children to seek help from an educator if they require support to resolve a problem
- Use visuals for children with additional needs and English as a Second Language
- Educators teach the Child Protection Curriculum which focuses on feelings, safe/unsafe situations and the rights of others
- Educators focus on developing collaborative play skills and working together as a team
- Educators plan for and make use of incidental opportunities to develop social and emotional knowledge and interaction skills
- Educators acknowledge children's feelings, support children to understand how their behaviour impacts on others and support them make a plan or choice that is useful, appropriate and safe for everyone

**5.2.3 The dignity and the rights of the child are maintained at all times.**

- Educators teach the Child Protection Curriculum which focuses on the rights of everyone to feel safe and to be safe. The children explore fair/unfair behaviour including learning how their behaviours and actions affect themselves and others
- Educators model and empower children to maintain their dignity and rights
- Educators involve children in their learning and seek input from the child and their family
- Educators develop respectful, reciprocal relationships with children
- Educator's model and support children to understand the feelings and rights of other and create a culture of inclusion

## Key improvements sought for QA5

<b>Standard/element 5.2.1</b>	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
<b>Identified issue</b>	Educators to continue to facilitate collaborative learning experiences where each child is supported to work with, learn from and help others.

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.1	<p>Children to be involved in a variety of collaborative projects.</p> <p>Projects will further develop the children's</p> <ul style="list-style-type: none"> <li>• level of engagement</li> <li>• dispositions and habits for learning</li> <li>• collaboration skills</li> <li>• communication skills</li> <li>• knowledge and understanding</li> </ul>	M	<p>Educators will observe, document and reflect on children's level of engagement, interests, friendships, culture, collaboration, communication skills and dispositions for learning</p> <p>Educators will share the documentation/observations with other educators, children and families</p> <p>Educators will engage children in a range of small group projects that capture their interests, promote and extend their knowledge, further develop collaboration, communication and sharing of learning</p> <p>Educators will provide a rich environment that enables children to wonder, engage</p>	<p>Small group projects developed and documented</p> <p>Children following their interests, being curious about their world and engaged in new learning with their peers</p> <p>Children engaged in positive play experiences where they support each other and enrich their play and learning together</p>	ongoing	

			and learn through collaboration building on and extending friendships, negotiation and turn taking skills, empathy and social awareness			
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## Quality Area 6: Collaborative partnerships with families and communities

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

### Quality Area 6: Standards and elements

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

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

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

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

## Quality Improvement Plan for QA6

### Summary of strengths for QA6

Strengths	6.1 Respective and supportive relationships with families are developed and maintained
	<p><b>6.1.1 There is an effective enrolment and orientation process for families</b></p> <ul style="list-style-type: none"> <li>We believe that when educators work in partnership with families, it ensures higher learning outcomes for children and supports the establishment of relationships, effective communication and understandings. Therefore, our enrolment and orientation process is based on active communication, consultation and collaboration for all families</li> <li>We have an effective enrolment procedure for both pre-school and playgroup and a Priority of Access Policy which we have used for the last three years</li> <li>Families are invited to visit pre-school before enrolling their child</li> <li>We provide a playgroup for children the year before starting preschool to support them and their families transition in to the preschool during terms 1, 2, and 3. This is a closed playgroup which adheres to the Priority of Access Policy.</li> <li>Information sessions are held before the transition process begins to provide detailed information to all families and to provide another opportunity for families to ask questions. An Information Package is also provided to families to read later and can be used as a preschool resource</li> <li>Two- way information is exchanged during the enrolment process. We acknowledge that all families and children come with a wealth of knowledge and experiences and they are the primary educators. Therefore, we seek detailed and relevant information from families about their child and their family. The forms also ask parents if they would like to be involved in the preschool and if so, how they believe they can contribute</li> <li>Information is also sought from other Early Childhood services the children attend as a way to further develop a holistic picture of the child</li> </ul>

### **6.1.2 Families have opportunity to be involved in the service and contribute to service decision**

- Families have many and varied opportunities to be involved in the preschool and contribute to decisions
- These opportunities begin as part of the enrolment process where we encourage and discuss the importance of family involvement. We also provide examples of how previous families have been involved and a parent testimonial forms part of the enrolment package
- This process continues throughout the year where families are provided with opportunities to be involved and contribute to the decision making process through Governing Council, surveys, newsletter and through a personal invitation
- Families are invited to participate on the Governing Council and meeting times are displayed in the newsletter and on the whiteboard. Formal decisions are made through our Governing Council
- Feedback from families is sought continuously through newsletters and informal conversations
- Families are encouraged to be involved in policy, QIP and philosophy reviews
- We seek family involvement in our philosophy review
- Families are encouraged to provide ongoing information to guide their child's learning through Term 1 interviews, incidental conversations and termly learning statements
- Families are supported and encouraged to participate in our yearly parent feedback survey
- We also support family participation and involvement in the preschool through significant events

### **6.1.3 Current information about the services is available**

Comprehensive and current information is available and accessible to families in a variety of forms such as:

- The website is updated regularly with policies and newsletters
- Families receive regular newsletters, a detailed information package and there are numerous displays around the preschool explaining aspects of the curriculum
- Newsletters provide information about the curriculum, a term overview and specific information on aspects of the curriculum such as the Child Protection curriculum, literacy, numeracy and how they can support their child's learning at home
- Newsletters and emails provide a way of informing families about current happenings and also reminders
- Information sessions are held before the 1<sup>st</sup> transition visit which provides families with information about the preschool both verbally and in written form. There is an opportunity to ask questions and listen to other parent comments
- There is a parent information area where policies and parent information folders are kept along with information about upcoming events. The whiteboard displays reminders and dairy dates
- Floor books and displays record a variety of learning opportunities that arise from the curriculum

### **6.2 Families are supported in their parenting role and their values and beliefs about childrearing are respected**

- Parents requests are supported whenever possible e.g. reminding children to eat their food, go to toilet, dietary needs
- There are a number of information/pamphlets available regarding services in a folder in the parent area
- Upcoming educational/parenting events are displayed in the parent area and some are presented in newsletters/emails
- In previous years we have had parent information sessions where speakers have provided information on topics such as healthy eating, restorative practices, numeracy and mathematics and behaviour guidance

#### **6.2.1 The expertise of families is recognized and they share in decision making about their child's learning and wellbeing**

- We support families to develop a sense of belonging by greeting them in a friendly manner when they arrive at the centre and by introducing ourselves. We are always available to answer parent's inquiries about their child's learning at the preschool, both formally and informally, and encourage them to share information with us. These practices form the basis of building relationships with families, recognising their expertise and encouraging and supporting their involvement in the decision making process
- At enrolment educators seek family and child information both verbally and in writing about their values and beliefs, and this information is



used to form relationships and guide the learning program

- Educators value and encourage family questions and comments and respond in a positive and supportive way
- Families have an ongoing opportunity to share information about the child through conversations and in Term 1 specific information is collected through family profiles
- Learning folders provide examples of individual and group learning. These folders go home at the end of each term with a statement of the individual child's learning for the term. Families are provided with the opportunity to make comment about their child's learning and any future learning goals. Families have an opportunity to participate in an interview process during the child's 1st term at preschool where information is shared

### **6.3. The services collaborates with other organisations and services providers to enhance children's learning and well being**

#### **6.3.1. Links with relevant community and support agencies are established and maintained**

- We have developed and maintained close working relationships with DECD special educators, speech and psychology services who provide important services for our children and families
- Educators continually engage in professional development opportunities to further develop their knowledge and skills and therefore to enhance children's learning
- Emergency services including the fire brigade and ambulance services have provided learning experiences for the children to enhance their understanding of the Child Protection curriculum and their understanding of safety and strategies to keep themselves safe
- Animals and kits are borrowed regularly from the Nature Education Centre to enhance children's learning
- Child and Youth Health Services provide health screenings for children at the preschool to enhance their wellbeing
- Our preschool is in the DECD Partnership called Morialta. The Partnership has a commitment to working collaboratively with other kindergartens and schools in the area to provide the best care and education for children and their families. This includes supporting transitions and continuity of learning, improving pedagogical practices, working closely with families and connecting to the wider community. A collective action ethos is being adopted so that our service works with other relevant family services in the wider community to find solutions to problems and strengthen the sense of belonging, agency and learning in the community
- Vale Park works closely with the Trinity Gardens Children's Centre and the families at our preschool are linked into the many programs that are run at the children's centre
- A variety of incursions occur relevant to the curriculum
- We regularly visit VPP to provide children with varied learning opportunities

#### **6.3.2 Continuity and transitions for each child are supported by sharing relevant info and clarifying responsibilities**

- Transitions can be challenging times for families and children and therefore there are systems in place focused on establishing routines and processes to ensure a smooth and effective transition process
- We provide a playgroup for the children attending preschool the year before preschool to support their transition into our preschool
- As educators we strive to develop strong and respectful relationships with children by positively interacting with them, by listening to their thoughts and acknowledging their feelings. Extra time and resources are allocated to support transitions
- Transition to school is an ongoing process where all children participate in ongoing visits, incidental and planned. Children have visited the school library, participated in Sports Day, visited the playground, vegetable garden and attend special events with the Vale Park Primary School
- We regularly meet with Vale Park Primary School to reflect on and improve this process
- The reception teachers from Vale Park Preschool visit the preschool to build relationships with the children and the preschool educators
- Leadership teams from both the school and preschool have sat together during Mariolta Partnership meetings and training to enable collaborative conversations, sharing of strategies and relationships to develop

**6.3.3 Access to inclusion and support assistance is facilitated**

- Inclusion and support assistance is consistently facilitated
- All children are supported and encouraged to participate in all areas of the curriculum. We use open ended materials and children can enter at different levels and use the materials flexibly. Children’s learning is discussed and reflected on, evaluated and planed for at program meetings
- Children with additional needs have an Individual Learning Plan which is produced in conjunction with the child’s families and other professionals involved with the child and supports their participation
- Children who are eligible for Bilingual and Preschool support are supported through these programs
- A variety of strategies are used to support children with additional needs depending on their individual needs

**6.3.4 The service builds relationships and engages with the local community**

- Vale Park Preschool has established positive relationships and engages with the local community
- We continue to building relationships with Vale Park Primary School through library visits, general visits, attending sports day and meetings with the Teachers and Principal
- Early Childhood Teaching students and TAFE Certificate III students have completed their placements at the preschool
- Emergency services have visited to enrich the topic of keeping safe; fire engine and ambulance
- Excursion and Incursion occur in relation to the children’s interest in the curriculum focus. Resources are sourced from the Nature Education Centre and the Aboriginal Resource Centre
- Community links are made with relation to the curriculum

## Key improvements sought for QA6

Standard/element 6.1.3	Current information is available to families about community services and resources to support parenting and family wellbeing.
Identified issue	The parent information area is aged and needs to be refresh.

## 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
6.2..2	To create a vibrant parent area that families regularly use	M	To closely view and evaluate the area and to update it with new materials and photos of the children that supports the effective communication process and families sense of belonging	<p>A vibrant parent area that families regularly use.</p> <p>An area that communicates and informs parents about the preschool and supports their sense of belonging</p>	Term 3	

# Quality Area 7: Leadership and service management

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

## Quality Area 7: Standards and elements

<b>Standard 7.1</b>	<b>Effective leadership promotes a positive organisational culture and builds a professional learning community.</b>	
	Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
	Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
	Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
<b>Standard 7.2</b>	<b>There is a commitment to continuous improvement.</b>	
	Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service’s operations.
	Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
	Element 7.2.3	An effective self-assessment and quality improvement process is in place.
<b>Standard 7.3</b>	<b>Administrative systems enable the effective management of a quality service.</b>	
	Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.
	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.

Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.
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## 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
	<b>Related requirements</b>	
7.1.5	regulation 14	Application for provider approval by individual
7.1.5	regulation 15	Application for provider approval by person other than an individual

7.1.5	regulation 16	Matters relating to criminal history
7.2.3	regulation 31	Condition on service approval - Quality improvement plan
7.1.5	regulation 46	Application for supervisor certificate
7.2.1, 7.2.3	regulations 55-56	Quality improvement plans

## Quality Improvement Plan for QA7

### Summary of Strengths

<b>Strengths</b>	<p><b>7.1 Effective leadership promotes organisational culture and builds a professional learning community</b></p> <ul style="list-style-type: none"> <li>• Educator and family input is valued and encouraged through varied opportunities to contribute to decision making and ongoing discussions</li> <li>• Effective communication that is clear and specific supports the organisational culture of the preschool. Planned and spontaneous conversations and clear and concise written information to inform all stakeholders is crucial. Newsletters, notices and a parent information board as well as a whiteboard that is continuously updated support the communication of information. Educators also have a communication book in the office and information is emailed. Children's folders are now kept in the staff room to support continuous recording of children's learning. Focus children support educators to engage in deeper reflections about all children and ensure equity across the site. Family and educators engage in an interview process discussing individual children. This collaborative approach is one way of developing a process for the sharing of information</li> <li>• Educators have strengths, skills and interests and are supported and encouraged to utilise these. Educators are supported and encouraged to take an active role in leading reflections and discussion. All ideas and thoughts are valued and sought. Educators lead sections of the self-assessment process against the NQS</li> <li>• Vale Park provides additional time weekly for educators to document and analyse children's learning</li> <li>• During a child's first term at preschool he/she is allocated to an educator who will follow them more closely during their time at preschool. This process supports the deeper understanding of the individual child and their family</li> </ul> <p><b>7.1.1 Appropriate governance arrangements are in place to manage the service.</b></p> <ul style="list-style-type: none"> <li>• Vale Park Preschool has well established governance arrangements to manage the preschool. A Governing Council is formed every year and meets twice a term where reports are presented and discussed, the learning program is discussed and opportunities are provided for input in the curriculum. The budget, Quality Improvement Plan and policies are reviewed and discussed with an improvement lens</li> <li>• The Quality Improvement Plan is reviewed annually with educators and Governing Council. Educators review it at the end of Terms 2 and 3 and this progress is reported to the Governing Council</li> <li>• An Annual General Meeting is held at the end of each year where the Director reports to the community on the happenings of the year alongside the Chairperson, Treasurer and Playgroup coordinator. The new Governing Council meets at the beginning of the following year when members are elected to executive positions. Governing Council roles and responsibilities are discussed at the first meeting. Governing Council members have completed RAN training</li> <li>• Information is provided to parents about the approved provider is displayed and the process for making a complaint is discussed at the family information session, and can be found in the information package, on the website and in the family policy folder in the parent area</li> </ul> <p><b>7.1.2 The induction of educators, co-ordinators and staff members is comprehensive</b></p>
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- A comprehensive Induction Folder has been developed and contributes to sustained quality relationships and environments
- Educators are inducted when they start working at Vale Park Preschool using the Induction Folder and the DECD website. The Induction Folder is also reread at the beginning of each year. TRT staff are also referred to the DECD induction website
- The Induction process is very extensive and includes the philosophy, site specific policies and procedures and other relevant information including DECD Work Health and Safety information and information about children with additional needs and medical conditions
- All educators have access to EYLF documents, NQS National Regulations and the Guide to NQS, the Educators Guide to EYLF, policies and procedures and other relevant documents
- A Code of Ethics is located on the staff room wall and is in the Induction Folder. This Code is discussed annually

**7.1.3 Every effort is made to promote continuity of educators and co-ordinators at the service.**

- Vale Park Preschool understands the importance of educator continuity for children's learning and wellbeing. We also understand and value educator's ability to work as a cohesive team. Both elements are crucial for high learning and care outcomes for children, families and educators
- Every effort is made to promote continuity of educators with some staff employed to do a variety of roles and are contacted first for relief work.
- Detailed educator rosters are in place to support the daily program and TRT staff

**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.**

- The preschool employs suitably qualified and experienced educators who lead the development of the curriculum: a Director who holds a Masters of Special Education, a Bachelor of Special Education and a Diploma of Early Childhood and two teachers who hold a Bachelor of Early Childhood qualification. Two of our Early Childhood Worker's hold Diploma qualifications (Children Services) and one has recently completed Certificate III qualifications
- Two teachers are committed to and consistently lead the effective development of the curriculum. They model a vision of education and care based on the foundations of relationships and inclusive practices where all voices are included and planned for. The curriculum is implemented using the principles, practices and outcomes of the EYLF as its' foundations
- Educators regularly attend relevant training and development together to enable, develop and grow together. Individual notes are shared and emailed to each other to enable collaborative reflections, discussions and subsequent actions
- Educators review the site philosophy and are involved in reflective conversations about their practise both individually and collaboratively
- Time is provided to reflect on learning and practice both incidentally and through planned discussions. Staff meetings and programming occurs regularly. All teachers take responsibility for the educational program and mentor and support the Early Childhood Workers. There are high expectations for children and educators learning and development
- A range of tools and strategies are established to lead the development of the curriculum and to set goals for teaching and learning. Educators are supported and encouraged to attend specific and relevant training and development and to share the impact on the curriculum and their learning with the team. Staff meetings have a reflective training and development component. The RRR document tool is used as a reflective tool for improvement. Observations and documentation of children's learning and family comments are used in an ongoing manner to improve our practice and learning outcomes for children

**7.1.5 Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.**

- All educators meet the DECD requirements for working for DECD including teacher's registration, first aid, mandatory notification and working with children checks. Requirements for Early Childhood Workers are maintained on the DECD HR Eduportal. Governing Council members and volunteer's records are maintained. Responsibilities under the child protection legislation were discussed at a staff meeting after the latest course was completed and information is located in the Induction Folder

**7.2 There is a commitment to continuous improvement**

- At Vale Park Preschool we are committed to establishing and maintaining a culture of continuous improvement. There is focus on effective

evaluation and self-review. Policy, procedure and practices are reviewed collaboratively with staff, families and Governing Council. Educators believe that improved practices contribute directly to improved learning outcomes for children

**7.2.1 A statement of philosophy is developed and guides all aspects of the service's operations.**

- The Vale Park Preschool philosophy states there is a commitment by all staff to high expectations for educators and children. There is also a focus on continuous improvement through reflective practices and training and development. Educators continuously question how to improve teaching practices and strengthen relationships with children and families. This occurs both incidentally and through planned processes such as conversations, staff meetings, planning meetings, documentation and inquiry education.
- The philosophy is reviewed each year by educators, families and Governing Council
- Our philosophy guides our practice. It underpins the decisions we make, our policies and daily practices
- The philosophy is located in the Information Pack and is given to all families. It is displayed on the family notice board. The philosophy is also located in the Induction Folder and in the staff room

**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.**

- All educators participate in a performance review process. An individual performance plan is established during Term 1 and is evaluated during Term 4
- A culture of ongoing reflection and improvement is demonstrated through the ongoing incidental performance conversations which have strong links to the QIP which guides our practice

**7.2.3 An effective self-assessment and quality improvement process is in place.**

- An effective planning and evaluation process guides service operation and enables the identification and delivery of ongoing improvement initiatives. Data is collected, reflected on and evaluated in an ongoing manner and changes are implemented after reflection, analysis and discussion collaboratively as a site
- Educators are involved in ongoing review and evaluation of the current QIP. The QIP is evaluated and new goals set at the end of the year to support the annual reporting process. During the first term of the year, all staff conducts a self-review of one area that is discussed and also used to develop the next QIP. The QIP is presented to Governing Council and a copy is placed in the family policy folder for families to view after it has been reviewed by the community. Families are informed about this through the newsletter
- A clear link is evident and connectivity between the Performance and Management Plans and the QIP where both inform and guide the other
- Data is sought from both parents and children in an ongoing manner. Documented reports seek families and child input
- Families are also encouraged to complete a parent opinion survey during their third term of preschool which is analysed with an improvement lens
- Educator's resource data from a variety of sources to inform the process of planning and review – RRR document, enrolment processes, learning folders, observations, data collection – well-being/literacy/numeracy

**7.3 Administrative systems enable the effective management of a quality service**

- Organisation processes and procedures continue to be developed. Policies and processes are continually being reviewed with families, Governing Council and educators. This is an ongoing focus of improvement

**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.**

- Records are kept confidential and comprehensive archiving is maintained
- A new archiving system is being developed using DECD guidelines and NQS legislative requirements
- Custody orders are discussed with all educators and the child's name is recorded on the notice board in the office

**7.3.2 Administration systems are established and maintained to ensure the effective operation of the service.**

- Systems and procedures are documented to ensure the effective operation of the service



**7.3.3 The Regulatory service is notified of any relevant changes to the operation of the service, of serious incidents and of any complaints which allege a breach of regulation**

- The Regulatory Authority is notified via DECD of any relevant changes or serious incidents and of any complaints which allege a breach of regulation

**7.3.4 Processes are in place that ensures all grievances and complaints are addressed, investigated fairly and documented in a timely manner.**

- Vale Park Preschool believes and is committed to providing a service where families, children and educators share their concerns and minimise the escalation of grievances as soon as possible
- Vale Park Preschool has a Concerns and Complaints procedure which guides our responses and practices. This policy is discussed at the family induction session, is located on the website and in the family policy folder. The policy is discussed at staff meetings and is also in the induction folder
- It is important people contact the relevant person to discuss and share their concerns at the initial stage
- Concerns are recorded, addressed and actioned at the first opportunity when possible and we use this opportunity to learn and improve our service
- Significant grievances are documented on the Incident Reporting and Management Services program (IRMS)

**7.3.5 Service practices are based on effective documentation policies and procedures that are available at the service and regularly reviewed**

- Our Philosophy guides our interactions and practises. It states we regularly reflect on our practise and participate in ongoing Professional Training and Development. We believe strongly in continuous review which results in ongoing improvement. We strive to be open to new ideas and challenges. Therefore, we have implemented a system that ensures our policies and procedure are regularly reviewed collaboratively with an improvement lens
- Effective service policies and practices have been developed collaboratively with educators, Governing Council and families
- Policies and procedure are located in the Induction Folder and some are displayed at the preschool
- Policies and procedures are discussed with new families at an information session before they start. They are also on the website, in the Family Policy Folder and a condensed version is in the Information Package. Condensed versions are documented in newsletters
- Educator, Governing Council and family feedback is sought about the policies during the review processes or when concerns are raised

## Key improvements sought for QA7

<b>Standard/element</b> Element 7.3.2	Administration systems are established and maintained to ensure the effective operation of the service.
<b>Identified issue</b>	We need to update and refresh the curriculum section on the website and the gallery of photos because it is looking tired and some sections are out of date.

## Improvement plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.3.2	To update the curriculum section of the website and the gallery of photos to ensure it has current information and is informative	M	<p>To review the current information and ensure the information presented is up to date and relevant</p> <p>Select a variety of photos of children engaged in learning experiences</p> <p>Seek permission from families if required</p>	Updated and informative website	Term 4 and ongoing	