



Australian Children's
Education & Care
Quality Authority

Appendix 2: Quality Improvement Plan template

OCTOBER 2011

Service details

Service name	Service approval number
The Pines School Based Pre-School	1789
Primary contact at service	
Principal: Ms Cherie Collings Teacher: Ms Maria Battisti	
Physical location of service	Physical location contact details
Street: 42 Andrew Smith Drive Suburb: Parafield Gardens State/territory: South Australia Postcode: 5107	Telephone: 08 8281 2199 Mobile: Fax: 08 82815858 Email:
Approved Provider	Nominated Supervisor
Primary contact: Maria Battisti Telephone: 08 8281 2199 Mobile: Fax: 08 8281 5858 Email: maria.battisti@thepinesc7.sa.edu.au	Name: Cherie Collings Telephone: 08 8281 2199 Mobile: Fax: 08 8281 5858 Email: cherie.collings609@schools.sa.edu.au
Postal address (if different to physical location of service)	
Street: Suburb: State/territory: Postcode:	

Operating hours

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

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

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8.30	8.30	8.30	8.30	8.30		
Closing time	15.00	15.00	15.00	15.00	12.30		

Additional information about your service

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

Provide additional information about your service—parking, school holiday dates, pupil-free days etc.

The Pines school based Pre-School is on site of the Pines Schools, The Pines Child Care Community Centre and Out of School Hours Care.

There is a staff car park on the school premises and street parking is available. The Pre-School is part of the school's pupil free days, school closure days and school holidays.

How are the children grouped at your service?

Our centre offers 15 hours a week to eligible 4 to 5 year olds. Children are able to attend five mornings or 5 afternoons or two and a half days. We accommodate parent's individual needs and requests. Pre-entry is offered one term prior to their full time preschool access. Pre-entry is accessed once a week during a morning or afternoon session. We also offer an early entry programme once a week as negotiated between the family and the Pre-school.

GOM and Aboriginal children attend full time preschool from 3 years of age.

Pre entry is no longer offered as a service as the new intake took affect from 2013

Currently we have 2 groups of children which attend different sessions. Each group attends two times 6 and half days per week and one t 4 hour session per fortnight. Over a fortnightly period, each child is able to access 30 hours of preschool as per Universal Access to preschool. These groups stay the same so as to maximise continuity of friendships, learning and relationships with educators and peers.

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

Nominated Supervisor: Ms. Cherie Collings Maria Battisti Certified Supervisor and Educational Leader.

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators:

Service statement of philosophy

Please insert your service's statement of philosophy here.

We believe that parents and families are children's first educators, therefore we:

- Encourage and establish positive working relationships
- We respect the confidentiality and open communication of families
- We value and respect all families
- Recognise and respect the diversity of families
- Create, support and encourage involvement and participation of our families
- Encourage families to be part of the planning process for their child
- Respond to and address the individual family needs

Children

We believe that each child is a unique individual, who comes to our preschool with a diverse range of experiences, interests, skills, ideas and values. We are mindful of the cultural, social and economic diversity in the community.

- Provide an inclusive play based program which caters for the needs and interests of individual children and allows for participation at a variety of levels
- Provide a curriculum that allows children to explore, imagine, create, problem solve, develop social groups, independence, fun and play
- Provide opportunities for experimenting, mastering skills, expressing ideas, building on children's existing knowledge, attitudes and disposition
- Respect and value the cultural and social diversity of children and their families
- Provide children and families with opportunities to become involved in the centre's programme
- Provide a high quality, safe, welcoming, happy environment that children have a sense of belonging and ownership
- Provide a learning environment built on prior knowledge skills and abilities, different range of activities for learning styles, activities of personal relevance and connected to children's real world situations
- Develop and maintain partnerships with children so they feel valued, respected and supported. Children have a sense of belonging and ownership.
- Value, listen and respond to children's voices.
- Children's play and learning is extended where appropriate.

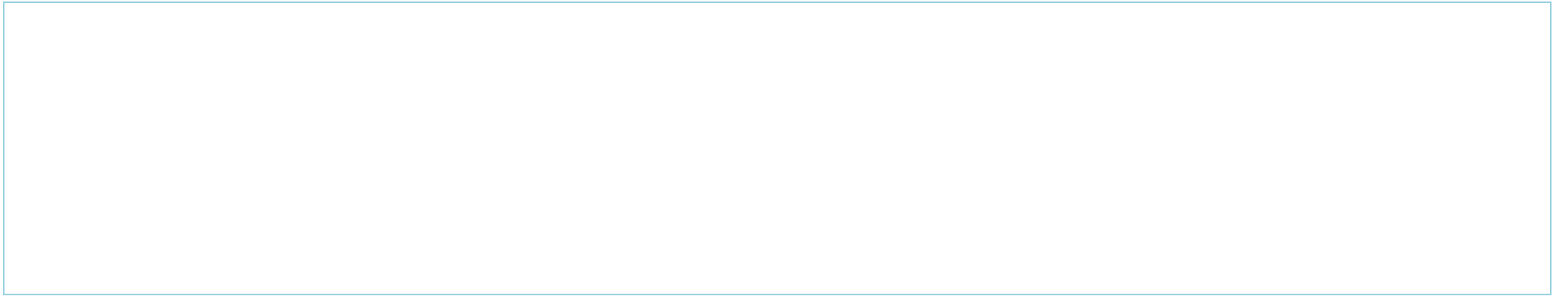
Programme/Curriculum

We Believe

- Children learn through an inclusive play based environment, where children are involved in active hands on learning, active participants in negotiating, making choices and decisions about their learning and environment
- Learning must be meaningful and engaging to meet the needs of both individual and group interests
- Experiences need to challenge and extend children's thinking
- Supportive learning environments ,where staff work as facilitators and co- learners,provide and extend children's play repertories an oral language development

As a Staff we:

- Maintain a safe and supportive working environment
- Value the collective wisdom of knowledge, skills, abilities and expertise of all staff
- Are active in decision making
- Respect the diversity of staff backgrounds and experiences
- Provide and encourage ongoing professional development



Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

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

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

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

Quality Improvement Plan for QA1

Summary of strengths for QA1

Strengths	<p>At our centre we use the Early Years Learning Framework to plan an inclusive play based curriculum. Learning is based upon children's emerging interests, individual needs, and abilities.</p> <p>We understand and acknowledge that children come to our centre with a diverse range of experiences, ideas and beliefs and come from a range of cultural, social and economic backgrounds.</p> <p>The Early Years Learning Framework - <i>Belonging, Being and Becoming</i> is used to inform and support quality teaching and learning programs at our Preschool. The principles, practices and learning outcomes assist us in designing, implementing and evaluating inclusive and balanced learning programs for the children at the Pre-school.</p> <p>As part of our assessment and teaching practices children's learning and development is documented through information gathered from parents, children's learning, photos and portfolios.</p> <p>Reporting processes including summative reports, individual learning plans, photographs, discussions and student portfolios.</p>
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Key improvements sought for QA1

Standard/element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the programme	
	Identified issue	At The Pines school based Pre-School we have full time and part time staff. Contact and communication with all staff occurs on an informal basis. Improvement in our communication processes both formal and informal need to be refined. This will ultimately be reflected in our decision making process.
Standard/element 1.2.1	Each child's learning and development is assessed as part of an on going cycle of planning, documenting and evaluation.	
	Identified issue	Staff to be trained in RRR. Is the current timetable for Pre- entry children allowing us to document, observe and capture progress for these children?
Standard/element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.	

Identified issue	Knowledge of each child's culture is not always included when programming
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Standard/element	
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<i>Identified issue</i>	
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Standard/element 1.1 1.1.4	The child's documentation about each child's programme and progress is available to families
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Identified issue	Staffs have identified the need to improve the accessibility and sharing of information with families in relation to their child's progress and to the learning outcomes.
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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
1.2.3	That all staff feels informed about issues relating to children and families. Staffs have time to discuss issues relating to children's learning. All staff involved in programming and planning	H	Setting aside time on a regular basis for all staff to discuss programming, learning and observations.	All staff are involved on a regular basis to review timetables to ensure children's needs are met and learning outcomes are achieved Staff feel confident that they know what is going on in the Centre.	ongoing	Staff meeting is occurring on a weekly basis. Year Levels & PLC's are allocated frequently on the Term Planner A central diary is available to note phone calls ,incidences, etc to be discussed late A central diary has been established. Staff meeting is occurring every Wednesday y still finding it difficult to discuss all issues. We have developed reflections Journals for staff to document on the day and this is shared at the end of the day
1.2.1	To streamline assessment and data collection Critical discussions occur about our current documentation, children's portfolios. To know our pre entry children in greater depth.	H M M	Review all data collection and purpose Review timetable and numbers as well as staff ratios to achieve this	Observations, samples of work collected do reflect the child's individual and group- identity. Our portfolios have a specified and agreed upon purpose. Assessment is manageable, useable, and meaningful and meets the requirements of EYLF. Pre entry children to have own time and space	Ongoing Term 4	Staff have begun reviewing their portfolios In 2013 we have been looking at digital portfolios (Evernote). All children have portfolios; however we have to be more consistent with documentation. Portfolios still need to be streamlined with all 5 outcomes We have started a curriculum journal which documents children's learning We have started to discuss a narrative approach in observations such as learning stories Discussions have begun This is no longer a issue as we can no longer have preentry due to capacity level
1.1.2	To include children's culture and language into our regular	L	Bi lingual assistant support Parent surveys	Posters and signs in different languages in our room	ongoing	Discussion has occurred

	planning and see it reflected in our room.		Professional learning for staff	Stronger partnerships with parents Evidence of child's culture in our planning- inclusive practices for individual children. Staff articulate understanding of cultural competencies		<p>It is still difficult to have notes translated. Maria has had a discussion with DECD to look at costing of translations.</p> <p>Use of Bilingual assistants to assist with translations.</p> <p>In 2013 staff will be attending Training in Cultural Awareness Professional Learning. This will enable staff to learn about a variety of community groups and how to develop and maintain respectful relationships Staff have indicated that they still need further learning about language/cultural awareness.</p>
1.1 1.1.4	Improved sharing of information with families about their child's progress in relation to the learning outcomes	H	Providing opportunities to families and children to share children's learning Personally sharing information with families about their child's learning Provide information to families describing the purpose of documentation	<p>An area/space for families and children to share</p> <p>Staff and families engaged in conversations about their child's learning.</p> <p>Families have an increased understanding of their child's learning.</p>	End of 2013	<p>Discussions have occurred. Information about learning stories have been given to parents Curriculum journals with children's learning are on display with explanations.</p>



Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

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



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



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



2.1.1, 2.1.4, 2.3.2	regulation 90	Medical conditions policy
2.1.1, 2.1.4, 2.3.2	regulation 91	Medical conditions policy to be provided to parents
2.1.1, 2.1.4	regulation 92	Medication record
2.1.1, 2.1.4	regulation 93	Administration of medication
2.1.1, 2.1.4	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.1, 2.1.4	regulation 95	Procedure for administration of medication
2.1.1, 2.1.4	regulation 96	Self-administration of medication
2.3.3	regulation 97	Emergency and evacuation procedures
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
	Related requirements	
2.3.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.1.1, 2.3.2, 2.3.3	regulation 161	Authorisations to be kept in enrolment record
2.1.1, 2.1.4, 2.3.2, 2.3.3	regulation 162	Health information to be kept in enrolment record

2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.3	regulation 168	Education and care service must have policies and procedures
2.1.3, 2.2.1, 2.3	regulation 168(2)(a)	Policies and procedures are required in relation to health and safety, including matters relating to: (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

OHS&W and DECD guidelines are in place. Staff have current First Aid and Mandatory Notification Training. 4- 5 year old children participate in the Child Protection Curriculum, Walk and Talk Program and The Fundamental Movement Program. Health Care Plans are in place for children requiring medication and additional needs. Health Care Plans are reviewed on a regular basis with our families. We support families of children with health needs and additional needs by purchasing of resources and equipment to enable children to participate within the programme. Individual learning plans are developed with families and relevant health services.

Staff are aware of individual health, family and custody needs. Children's medical/allergies are displayed on a photo board. Safety, hygiene policies and practices are constantly reviewed, updated and implemented. OHS&W audit is conducted every year at the Pre-school. Playground equipment and resources are audited annually. Record keeping of injuries are recorded and reported to parents.

All SSO's in the preschool have completed their Senior First Aid
 Staff have all completed NQS requirement of Asthma and Anaphylaxis Training and have participated in Medication Management.

Key improvements sought for QA2

Standard/element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
Identified issue	As a school based pre-school, we have often implemented policies in line with the school. During our audit we discussed it was essential to review policies and procedures for our centre and in line with the National Quality Standards and Regulations.
Standard/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.
Identified issue	There are no area/spaces for children to engage in rest and quiet areas/experiences.

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.3.2	<p>That all policies and records are consistent with DECD and NQS and reflective of the context of the centre.</p> <p>Review and update policies. Review to Healthy Eating Policy/Procedure</p>	<p>H</p> <p>H</p> <p>H</p>	<p>Use the DECD site Use the Chess site Use NQS site</p> <p>Use of DECD sites NQS sites Review policy to focus on packaged ‘health food bars.’ Organise Healthy Eating seminars.</p>	<p>Policies and procedures are reflective of NQS and DECD</p> <p>Policies and procedures are reflective of NQS and DECD Decrease of package and highly processed food items is evident</p>	<p>Beginning of 2013</p> <p>End of Term 3 2013</p> <p>End of 2013</p>	<p>Have begun to collate policies</p> <p>Re has developed policies Sun smart, Healthy Eating, Grievance and still developing Site Behaviour Code for centre We are still collating policies for NQS</p> <p>Policies have been developed and are on display for parents at the centre and on the web site.</p>
2.1.2	<p>Children have access to areas and spaces that support comfort and quiet areas</p>	H	<p>Budget to purchase resources and equipment A review of timetables and structure of the day Observations of children in their learning environment and discuss as a team where suitable rest and quiet areas exist</p>	<p>Children have access to quiet and rest areas</p>	<p>End of 2012</p>	<p>Staff are beginning to make observations and discuss purchasing of equipment and resources.</p> <p>Lunch time care program now allows for rest afterwards. This also meets the needs of the 2nd group who are arriving at this time. We now have the second room to allow for rest, quiet play. We have extend the time in</p>

						<p>the lunch room for the all day children until 12.20pm to allow for the second group to settle in.</p> <p>We no longer have the second group coming in at 12.30pm as children now attend 2 and half days a week. The room now can be set up so that children are able to have space for relaxation.</p>

Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

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

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

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

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

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths	<p>Outdoor learning environment allows for multiple uses and active learning. Children are encouraged to self-select learning experiences and are supported to spend time exploring activities. Staff are involved with the children’s play. Supporting children in personal decision making, facilitating and extending their play where appropriate and being co-learners and building on children’s experiences and efforts.</p> <p>All resources, furniture and fittings are checked once a term for safety, wear and tear.</p> <p>Consumables topped daily or as necessary to ensure all children have access to learning resources and experiences.</p> <p>Indoor and outdoor learning environments are set to ensure a balance of active learning to support group and individual learning.</p> <p>Staff provide a variety of activities and choices which ensure that children have opportunities to build on existing knowledge and develop new skills and experiences.</p>
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Standard/element [number]	[Include the element number (left) and description from QA2 table]
Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]
Standard/element [number]	[Include the element number (left) and description from QA2 table]
Identified issue	[Briefly summarise the issue identified during the self-assessment process, then complete the improvement planning table on the next page. Delete rows not required.]

Key improvements sought for QA3

3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
Identified issue	Shaded play areas need to be increased Overflow from sandpit potential risk
Standard/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
Identified issue	Developing an outdoor learning programme. Preschool outdoor environment needs redeveloping to include plants, trees, recycling, a sensory garden and shade.

Standard/element 3.2 3.2.2	Resources and materials are sufficient in number, organised in ways that ensure appropriate and effective implementation of the programme and allow for multiple use.
Identified issue	Resources and materials do not reflect cultural diversity of the centre.
Standard/element [number]	
Identified issue	

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.1	<p>Adequate shade areas for play</p> <p>Modify existing sandpit to contain overflow.</p> <p>Purchase more equipment to challenge play</p>	H	<p>Investigate shade structures and get quotes-work in consultation with groundsman</p> <p>Investigate modifying sandpit though appropriate companies</p> <p>Apply for grants</p>	<p>Shade structure in place</p> <p>No overflow from sandpit</p> <p>New equipment evident</p>	Beginning 2013	<p>Quotes have begun</p> <p>Applied for grants</p> <p>Some equipment e.g. sand and climbing boards have been purchased</p> <p>Have been unsuccessful in applying for grants. In discussion with Early Leadership team for 2013</p> <p>Maintenance funding for 2013 has allowed us to investigate in modifying the sandpit.</p>
3.2.1	<p>To develop an outdoor planning proforma as part of our weekly program.</p> <p>The outdoor learning program takes into account interests, skill development, dramatic and imaginative play.</p> <p>Children have access to gardens, plants, vegetable patches recycling and natural</p>	M	<p>Fortnightly plan to include outdoor learning environments, activities and experiences, including use of other areas in the school to meet specific needs</p>	<p>Documented evidence of children's learning in the physical environment.</p> <p>Outdoor learning programme with EYLF outcomes</p> <p>Areas of school being fully utilised</p>	Ongoing	<p>Discussions are occurring.</p> <p>Still developing the outdoor learning environment programme plan</p> <p>Children using the adjacent JP yard to run and kick balls.</p>

	materials. EYLF Outcome 2 Children are connected with and contribute to their world. By having access to the above, children will become aware of the environment, participate in activities such as recycling.		Budget support available	Vegetable patch developed Plants and gardens established Recycling established	By end of 2012	Has been successful We have developed a garden and started compost bin. Discussions occurring
3.2.2	Audit of our resources and materials for cultural diversity.	M	Purchase and utilise more inclusive materials where needed. Include families, children and BSSO in the process and purchase	Resources and materials reflect cultural diversity.	Throughout 2013	We have been discussing with the BSSO and families and children.

Quality Area 4: Staffing arrangements

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

Quality Area 4: Standards and elements

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

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

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

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

Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths

- Qualified staff with relevant registrations and approvals.
- Appropriate ratios of staff to children.
- Staff Performance Management meetings both informal and formal
- Staff Performance meetings are documented for learning goals and specific professional development
- Training and Development records are kept.
- Regular staff meetings in house and with Line Manager(minuted)
- Roles and responsibilities documented.
- Staff are involved in ongoing professional development to build on current understanding of Early Childhood Curriculum theories and methodologies.
- Positive staff/parent relationships, interactions, confidentiality kept at all times.
- Grievance Policy
- Site Behaviour Code
- DECD OHS&W Policies Psychological health checklist given to staff.
- Address Psychological issues.
- Peer support
- Staff are encourage to go on committees, Site Learning Team, Governing Council, Literacy etc. ensuring common understandings are developed across the site.
- Induction of new staff

Key improvements sought for QA4

Standard/element [4.2.2]	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support from each other to further develop their skills, to improve practice and relationships.
Identified issue	We acknowledge the staff brings to the centre individual strengths, abilities, skills, knowledge and understandings. However it was discussed as a team we need to ensure that we have a common understanding of children's well-being, learning and dispositions framed by the RRR document and EYLF How do we ensure staff have a shared philosophy about learning environments and teaching practices and common understanding of assessment practices and terminology? Transition was indentified at a line manger led staff meeting

Standard/element 4.2.1	Professional standards guide practice, interactions and relationships.
Identified issue	Are all staff aware of Professional practices that guide their practice?

Standard/element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
Identified issue	Concerns about high numbers, waiting lists and current attendances

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	<p>To increase knowledge, skills and expertise of staff. To build and maintain positive relationships in the workplace.</p> <p>To attain common goals about the learning environment a teaching practices and consistent assessment practices. To demonstrate a common understanding of behaviour expectations</p>	H H	<p>Attend relevant RRR training Use the RRR relationship scales with staff</p> <p>Staff discuss relevant 'terms' e.g. related to Concepts of Print.</p>	<p>All participants are active in decision making processes.</p> <p>Staff demonstrating and monitoring commonly agreed philosophy and practice e.g. noise level, pencil grip, modelling of behaviour.</p>	<p>End of 2012</p> <p>Ongoing</p>	<p>Staff are attending RRR Training Not all staff have attended training discuss with leadership team training and development can be accessible next year</p> <p>Staffs have accessed training and development.</p> <p>Two SSO have completed their Certificate Three Centre has developed Site Behaviour Plan two sso have successfully completed Certificate 3 Staff are accessing Training and Development.</p> <p>Discussions have begun regarding practice and terminology.</p>
4.2.1	<p>Clear understanding of National Quality Standards, National Regulations and Guide to Quality Standards Early Years Learning Framework Early Childhood Australia Code of Ethics</p>	M	<p>Personal reading and sharing of relevant information</p> <p>Copies of guides and practices available</p>	<p>Staff share ideas and questions</p> <p>Peer support and tutoring evident</p>	On going	<p>Agreed that QIP will be available to all staff in central area.</p> <p>Staff are involved in fortnightly meetings discussing the QIP and NQS.</p>

4.1.1	To cater for all eligible children Children to attend session in a manner that allows for more seamless teaching	H	Discussions with line Manager re priority access policy	Priority Access Policy in place Children attending more consistently.	By end 2012	Discussion begun We have begun a Parent Survey in changing sessions times for 2013 Through surveying parents at the end of 2012 we have changed our session times. Children now attend Group A all day Monday and Tuesday and every alternative Friday. Group B all day Wednesday and Thursday and alternative Friday.



Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

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



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

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

Quality Improvement Plan for QA5

Summary of strengths for QA5

Strengths	<p>Staff believe that positive relationships are the basis for all successful teaching. In the Kindergarten age appropriate expectations and behaviour management is evident. Consistency in our relationships and expectations is paramount. Staff are familiar with the Protective Practices document and the Child Protection Curriculum. The Early Years Learning Framework is used to plan an inclusive play based curriculum. The children are involved in large group, small group and one to one teaching/ instruction and individual exploration and experimentation. Children in the centre are encouraged to initiate and construct their own learning, competencies and knowledge. We use intentional teaching practices to challenge, encourage, explore and collaborate with children to extend their play.</p> <p>Children are encouraged and valued in giving feedback and sharing experiences in their learning. Children have opportunities to celebrate and share their successes. Children with identified needs/additional needs have individual learning plans with specific goals and outcomes.</p>
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Children use flip cameras, digital photos to record their learning and activities
 Staff work with children in building positive relationships within the group. Modelling and explicit teaching of skills in sharing, taking turns and developing group norms on collaboration and co-operation are strategies implemented at the Pre-school. Educational programs focus on social skills, communication and emotional resilience in the centre.

Key improvements sought for QA5

Standard/element 5.1.1	Interactions with each child are warm and responsive and build relationships.
Identified issue	Do we have quality interactions with all our children? How do we know that every child has quality time with staff? How can we measure the quality of conversations and interactions we are having with our children? In 2013 we are continually reflecting and discussing our relationships with the children and in particular our verbal interactions with children.
Standard/element	
Identified issue	
Standard/element [number]	



Identified issue

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Improvement plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.1	<p>Equitable relationships are developed and maintained with each child.</p> <p>We are continually this standard and in 2013 Improvement of verbal interactions between educators and children.</p>	H M	<p>RRR observation scales</p> <p>Observations of verbal interactions between educators and children using the RRR. Use the RRR to reflect upon practise</p>	<p>Staff has daily positive interactions with individual children.</p> <p>Quality verbal communication with children</p>	<p>ongoing</p> <p>Ongoing through 2013</p>	<p>Discussions occurring between staff and children</p> <p>As staff have not all received training for RRR this will still be an improvement on our QIP</p>

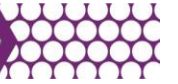


Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

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



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



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

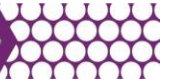


6.1, 6.2, 6.3	regulation 173	Prescribed information is to be displayed
6.1	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1, 6.2, 6.3	regulation 181	Confidentiality of records kept by approved provider
6.1, 6.2, 6.3	regulation 182	Confidentiality of records kept by family day care educator
6.1, 6.2, 6.3	regulation 183	Storage of records and other documents

Quality Improvement Plan for QA6

Summary of strengths for QA6

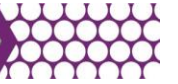
Strengths	<p>We value our relationship with our families at the centre. Families provide valuable insight into their child's way of learning, strengths, needs and interests.</p> <p>All staff endeavour to establish positive relationships with families & caregivers by being approachable and friendly. Families concerns, questions and queries are readily addressed by the staff. At the centre we make families feel welcome by providing information sessions, encourage families to be part of the planning process for their child, through feedback sheets, surveys and regular discussion. Regular communication is an integral process through informal and formal chats, newsletters, work displays, telephone calls, interviews and portfolios.</p> <p>Transition meetings are an essential part of the preschool/school programme. Provides all staff with aspects of the child's journey, strengths and abilities and the basis of planning.</p> <p>Preschool staffs work with system and community agencies to support children and families with identified/special needs. We liaise with the Disability Co-ordinator, DECD Speech Pathologists, Autism SA, Intellectual Disability Services Council and other organisations to support children's learning. Families are actively involved in the process of referral and NEP meetings to ensure optimal outcomes. Parents are supported and encouraged to stay during their child's first few sessions. Sessions are tailored to individual needs when needed e.g., early entry, extended time or reduced sessions.</p> <p>We endeavour to build close relationships with school and participate in all school events and activities as well as utilise resources and areas e.g. Assemblies, computer suite, library borrowing.</p>
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Key improvements sought for QA6

Standard/element [6.3.4]	The service builds relationships and engages with local community
Identified issue	During the audit we discussed there is no link between our service and the local community. No examples of community members coming into our service and our centre being involved in the local community.
Standard/element [6.1.3]	Current information about the service is available to families
Identified issue	We have children that attend our service that also attend the local community child care centre. During our audit it was discussed we may never see these parents, so how can we effectively communicate with them.



Standard/element [6.2.2]	Current information is available to families about community services and resources to support parenting and family wellbeing.
Identified issue	Do we have information on community services available in the centre ?

Standard/element [6.3.2]	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Identified issue	Early Years staff need to share more information regarding individual children.
Standard/element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing
Identified issue	Not all families have input into the curriculum and decision making
Standard/element [number]	
Identified issue	

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
6.3.4	Preschool is involved in a community project or event. Establish links with the local community.	M	Talk to the school's Christian Pastoral Support worker in assisting us in establishing links within the community, Discuss with staff what community events/projects we could be involved in.	Preschool has established links within the community and will be involved in a community project.	2013	Discussions have begun. This still are objective on our QIP
6.1.3	That all families have access to all staff and develop positive relationships and develop effective communication between childcare families.	H	Email address for the preschool. Communication book between services. Contact parents twice a term to discuss any issues.	We have developed an effective communication for all parents and information is shared on a regular basis.	2013	Discussions with ICT support. We have developed an email address for parents. Communication books have been developed between services childcare and OSHC to relay messages
6.2.2	Parents have access to information on community services	M	Ensure that the centre has current information accessible for the Parents Display Board.	Current information is on display for families and families are accessing this information.	End of Term 1 2012	Display boards have been purchased and used in the Preschool Display board has been developed
6.3.2	Smooth formalized programme to Reception including visits, information sharing During 2013 we are continually are focusing of the continuity of learning and transitions	H	Relevant Early Years staff to meet. Release time to be negotiated.	Meetings are occurring to share information Program in place	End term 3 2012	Discussion begun at last Early Years Team meeting. Transition meeting have occurred sharing of information, parents have been surveyed on the new transition

6.3.2	<p>for child by sharing relevant information. Staff are still investigating how educators, services and families work together as partners to support children's learning, curriculum and transitions (same First Day)</p> <p>For educators to work along side each other To have a common understanding of children's learning Children's transition for learning journey to another.</p> <p>All voices in our preschool community are heard Having an input into the learning.</p>	H	<p>Attend workshops on Same First Day</p> <p>Observational visits between staff</p> <p>Ongoing discussion</p> <p>Sharing of practise</p> <p>Staff to revisit pedagogy</p> <p>Provide opportunities fro families to regularly come to the preschool Provide workshops for parents Develop a process for families to contribute to the curriculum</p>	<p>Quality discussion around Same First Day</p> <p>Quality critical reflection discussion around practise and children's learning</p> <p>Staff observing practise and children in their current learning environment</p> <p>Parents contribute to their child's learning journey folder Organise times for parents to meet with staff</p>	<p>Ongoing through 2013</p> <p>Ongoing through 2013</p>	<p>Staff have attended Same First Day workshops</p> <p>Staff have began discussions.</p>
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Quality Area 7: Leadership and service management

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

Quality Area 7: Standards and elements

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

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

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

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.5	section 12	Applicant must be fit and proper person (provider approvals)
7.1.5	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.5	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.3.1	regulations 158-162	Attendance and enrolment records
7.1.5	regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
7.1.5	regulation 164	Requirement for notice of new persons at residence
7.3.1	regulation 167	Record of service's compliance
7.1.1, 7.3.1, 7.3.4, 7.3.5	regulations 168-172	Policies and procedures
7.3.1	regulations 173-176	Information and record-keeping requirements
7.3.1	Regulations 177-180	Prescribed records
7.1.1	regulations 181--184	Confidentiality and storage of records
	Related requirements	
7.1.5	regulation 14	Application for provider approval by individual
7.1.5	regulation 15	Application for provider approval by person other than an individual
7.1.5	regulation 16	Matters relating to criminal history

7.2.3	regulation 31	Condition on service approval - Quality improvement plan
7.1.5	regulation 46	Application for supervisor certificate
7.2.1, 7.2.3	regulations 55-56	Quality improvement plans

Quality Improvement Plan for QA7

Summary of Strengths

Strengths	<ul style="list-style-type: none"> • Performance management meetings addressing site priorities, DECD priorities • Transition programs preschool children to school • Appropriate child: staff ratio (liaison with DECD human resources). • Staffing Leave, illness and placement, special leave • School Service Officers management and training and development. • Managing change through discussion, critical reflection, strategies, implementation reviews • NEP's transition and reviews • Annual Report • Children with special needs referrals, information sharing and documentation, working with families and professionals. • Work load assessments. • Induction process of new staff and volunteers • Continuity of staff where possible. • Support for staff seeking Step 9 or AST • Support for staff facing management of underperformance, • Site policy on volunteers <p>OHS&W</p> <ul style="list-style-type: none"> • Business Manager online system • OHS&W management • OHS&W audits • Practice of emergency procedures • Emergency procedures clearly displayed. <p>Provider and Nominated supervisor hold</p>
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- Current teachers registration
- Police and health clearance
- First Aid training
- Mandatory Notification training and updates
- OHS&W appropriate teaching qualifications.

Staff have

- Relevant qualification (minimum certificate 3 or working towards)
- Mandatory Notification training and updates
- Police clearance
- Current first aid training.

Financial Management

- Budget
- Bona Fide
- Finance committee
- BAS
- SASIF accounts
- Resource Entitlement Statements
- DECD online financial statements

Temporary Relief Staff

- TRT approval sighted
- Employable Teacher Register(ETR) letter kept on site

Policies

- Site Policies
- DECD policies

Administrative Systems/Reports

- Annual Report
- Census and Data Collection
- Quality Improvement Plan
- Site Improvement plan
- Contracts for staff and school services officers
- Leave and relief forms
- Children's records Early Years System
- Referral system

- OHS&W
- DIAF
- Developing sites budget

Professional learning

- External and internal professional development/opportunities
- Year level meetings
- Professional learning communities with staff and peers
- Provide clear expectations, sustained and substantial support and value collective wisdom of groups.
- Ongoing planning and evaluation of children's learning and development in discussion with staff
- Weekly staff meetings

Grievance Procedures

- Staff and parents are made aware of the site and DECD policies and procedures. Parents are made aware through newsletters.
- Performance management plans
- Meet with staff once a term.
- Confidential at all times. Meetings are minuted and documented at all times.
- Display of services available to staff in the Northern Adelaide Region and Independent Counselling service.
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School community

- Governing council
- Fundraising Committee
- Playgroup
- Finance Committee
- Liaise with community child care.
- A representative from the community child care is on the governing council.
- Curriculum committees.
- Parent Opinion surveys
- Newsletters to the school community

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Key improvements sought for QA7

Standard/element [7.2.1]	A statement of philosophy is developed and guides all aspects of the services operations.
Identified issue	In discussion with staff during the audit, the staff discussed the centre needs to revisit the philosophy. The standard asks questions how it underpins the decisions, policies and daily practices. Staff needs time to discuss and review the Philosophy statement. How does the centre's philosophy reflect the schools Vision and Value Statement?

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
7.2.1	The centre has a philosophy that staff is able to articulate the reasons of decisions, teaching practices, policies and learning environments.	H	All staff is to be released and involved in discussion. Budget to support for release.	Site Philosophy	Beginning of Term 2 2012	Discussions are occurring Critical discussions are occurring