



Australian Children's  
Education & Care  
Quality Authority

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

OCTOBER 2011



## Service details

<b>Service name</b>	<b>Service approval number</b>
Vale Park Preschool	
<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 Mobile: Fax: 82666017 Email: kindy.director@valeparkcsc.sa.edu.au
<b>Approved Provider</b>	<b>Nominated Supervisor</b>
Primary contact: DECD Telephone: Mobile: Fax: Email:	Name: Sharron Octoman Telephone: 82610228 Mobile: Fax: 82666017 Email: kiny.director@valeparkcsc.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	8.30	8.30	8.30	8.30	8.45		
Closing time	18.00	18.00	18.00	18.00	10.15		

## 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 occurs on Friday mornings during weeks 6 -9 of each term to support the transition of children and families into the preschool.

How are the children grouped at your service?

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

The children attend for full days or half days depending on family wishes and availability.

The children are group during small group time only. This grouping allows children to learn in smaller group situations.

The children are grouped according to their term attendance. Sometimes the children will participate in 2 smaller group or 4-5 smaller groups.

This grouping depends on individual and group goals.

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

Nominated Supervisor, Sharron Octoman

## Service statement of philosophy

At Vale Park Preschool we believe that 'Learning is Lifelong'.

We believe that optimal children's learning occurs within a play based curriculum that encourages active participation and provides meaningful experiences where children are supported as decision makers and are viewed as strong and capable. We believe that children's learning is co constructed with their peers, parents and educators.

At Vale Park Preschool we aim to create a collaborative, challenging and inclusive environment where children:

- Learn through Play
- Have fun
- Feel valued, confident and have a sense of belonging
- Develop positive and respectful relationships with peers and adults
- Respect diversity in the community
- Celebrate successes
- Are involved in the daily decision making process
- Respect the environment
- Develop skills necessary for life including, risk taking, problem solving, empathy, resilience, independence and persistence

As educators at Vale Park Preschool we plan to:

- Respond to children in a caring, positive and thoughtful way
- Observe and listen to children and respond to their learning, building on and extending their current skills, abilities and interests
- Provide opportunities for children to collaboratively participate in inquiry based projects
- Provide an environment that is safe, challenging and inclusive
- Work in partnerships with families, the community and colleagues

- Have high expectations for children and ourselves
- Regularly reflect on our practise and participate in ongoing ' Professional Training and 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

<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

**Strengths**

At Vale Park Preschool our

- philosophy,
- beliefs,
- knowledge and skills using the Early Years Learning Framework principles and practices and learning outcomes guide the curriculum

We plan and implement learning through play using holistic practices extending and building on children's interests, knowledge, skills and family culture and context. We ensure that we provide an engaging and stimulating environment that provides opportunities for children to maximise their potential and develop a foundation for future success and learning. We focus on establishing secure, respectful, reciprocal relationships and partnerships.

There is an ongoing cycle of planning, documenting and evaluating children's learning which underpins our educational program and involves educators in critically thinking about what is offered and why. Learning Stories are used to record children's development and significant learning. They inform curriculum planning and programming. The Learning Stories are shared with parents and the parents are encouraged to contribute their thoughts and ideas about their child's learning. Through this documentation process of sharing learning with the family, child, staff and community we acknowledge and promote the value of children's learning and encourage a child's capacity to reflect on their learning.

Our learning program provides opportunity for children to actively engage in group experiences and participate in sustained periods of play both indoors and outdoors. Children are able to make independent play choices that follow their interests, develop their skills and engage in inquiry projects with others.

**Key improvements sought for QA1**

**Standard/element**  
**Standard 1.2**  
**Element 1.2.1**

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



<b>Identified issue</b>	To improve the data collection process, the critical reflection and analysis of this data. To improve educators practice and outcomes for every learner.
<b>Standard/element</b> <b>Standard 1.2</b> <b>Element 1.2.3</b>	Critical reflection on children' learning and development, both as individual and groups is regularly used to implement the program.
<b>Identified issue</b>	To continue to use the RRR document and current reading materials to support and improve our reflective practices. These tools will provide educators with the opportunity to critically reflect on and improve their practices.
<b>Standard/element</b> <b>Standard 1.1.</b> <b>Element :1.1.4</b>	The documentation about each child's program and progress is available to families.
<b>Identified issue</b>	To improve educator's skill in the documentation of learning using' Learning Stories' and the analysis of children's learning. We would like to increase family and child participation in this process.

## Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.2	To collect relevant and meaningful data within a play based program to inform and improve our practice in regard to children's literacy and numeracy learning and wellbeing	m	<ul style="list-style-type: none"> <li>-Educators collaboratively select meaningful tools to collect relevant data that will improve learning outcomes for children in literacy, numeracy, wellbeing and educator practice</li> <li>-Develop a process for educators to follow – what, when, how etc.</li> <li>-Educators participate in mathematics and numeracy training and development</li> <li>- Termly collect data</li> <li>-Ongoing analysis of data</li> <li>-Use data to plan learning experiences and improve learning outcomes for children and educator practice</li> <li>- Evaluate process and data collected</li> </ul>	<ul style="list-style-type: none"> <li>-This data will show improvements in a child's skills and knowledge and confidence.</li> <li>-70% children will achieve 15 on Concepts of print</li> <li>-70% children will achieve 30 or more using the Screen of Phonological Awareness</li> <li>-There will be an increase % of children with a strong sense of wellbeing</li> </ul>	Dec 2012	Consulting with colleagues in regard to relevant tools
1.2.3	To identify areas that require improvement in educators practice and improve learning outcomes for children through reflective practices	m	<ul style="list-style-type: none"> <li>-Educators to discuss and reflect on their teaching practice using the RRR document</li> <li>- Collect 2<sup>nd</sup> stage of data (involvement) using RRR</li> <li>- Analyse data and reflect on practice as a team</li> <li>- Implement changes</li> <li>- Evaluate and modify as required</li> </ul>	Improved levels of children's sustained and intense involvement in their learning	Dec 2012	Review term 2/3 data and the process from last years data collection Ongoing reflection and analysis of current practices to improve future practices and learning outcomes for children

1.1.4	Educators to write more relevant and meaningful 'Learning Stories' that reflect and value the child's learning. Families and children to increase their participation in 'Learning Stories'.	m	<ul style="list-style-type: none"> <li>-Allocate time and resources for documentation, reflection and collaboration</li> <li>- Educators will collect and monitor their development in writing and analysing the learning stories collaboratively and individually</li> <li>-Educator to make time to share the Learning Stories with families and the children and encourage them to read, reflect on and return the Learning Stories</li> <li>- Educators will intentionally teach (incidentally and formally) and encourage child reflection on and contribution to their learning</li> <li>-Display ' Learning Stories' for community and place in child' learning folder for future reference for all.</li> </ul>	<ul style="list-style-type: none"> <li>-Childs learning to be more clearly and specifically documented and analysed.</li> <li>-Families will be more involved and return the 'Learning Stories' more frequently</li> <li>-Family and child comments will influence the planning and evaluation of children's learning</li> <li>-Children will have more ownership of the direction of their learning.</li> </ul>	Dec 2012	<ul style="list-style-type: none"> <li>-Educator's have started writing 'Learning Stories' and sharing them with families</li> <li>-Have received positive feedback and observed families reading the stories on the noticeboard.</li> <li>-Families have begun to make a contribution. We want them to feel more confident and involved</li> <li>-We encourage families to return the 'Learning Stories' more frequently.</li> </ul>
-------	---	---	--	--	----------	---



## 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

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





<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: <ul style="list-style-type: none"> <li>(i) nutrition, food and beverages, dietary requirements; and</li> <li>(ii) sun protection; and</li> <li>(iii) water safety, including safety during any water based activities; and</li> <li>(iv) the administration of first aid</li> </ul>
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>At Vale Park Preschool the educators aim to promote children's health, safety and wellbeing by:</p> <ul style="list-style-type: none"> <li>• Actively promoting healthy eating.</li> <li>• Following our healthy eating policy.</li> <li>• Focusing on children's development of physical skills and enjoyment in physical activity.</li> <li>• Providing children with the opportunity to engage in indoor and outdoor play as well as quiet and restful play and active and boisterous play.</li> <li>• Child Protection Curriculum being part of our learning program and intentional teaching.</li> <li>• Ensuring that we have a well developed Emergency Procedure Plan where the children handle these situations calmly and effectively reducing the risk of further harm or damage.</li> <li>• Actively promoting hygiene practices and sun safety through our learning program.</li> <li>• Provide information to parents about hygiene practices and sun safety.</li> <li>• Providing efficient heating and cooling systems and manage the extreme weather conditions using our Hot Weather Policy.</li> <li>• Educators' creating a learning environment that encourages children to explore, problem solve and create and construct in challenging and safe ways.</li> </ul>
------------------	--

### Key improvements sought for QA2

<b>Standard/element</b> 2.1, 2.2, 2.3	Development of safety policies and procedures relevant to Standard 2
<b>Identified issue</b>	Investigate and evaluate the policies and procedures of Quality Area 2 as a whole and re-write these to adhere to the new Regulations, Laws and current research.



<b>Standard/element</b> <b>Standard 2.3</b> <b>Element 2.3.2</b>	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury
<b>Identified issue</b>	To investigate shade and shelter options and improvements for the outdoor learning environment.



<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>
Quality Area 2	Policies and procedures for Quality Area 2 are written to adhere to the new Regulations, Laws and current research.	H	<ul style="list-style-type: none"> <li>-Review current policies and procedures and write / modify these according to NQS.</li> <li>-Consult parent community for input and feedback.</li> <li>-Modify policies and procedures using parent input and feedback.</li> <li>-Inform parent community and provide a copy for all future parents.</li> <li>-Ensure parents have access to the Policy and Procedure folder at all times.</li> </ul>	New policies will be completed according to the Regulations, Laws and current research and parents will continuously be involved in the process and have access to the completed documents.	December 2012	Beginning to look at policies and procedures and change accordingly.
Standard 2.3 Element 2.3.2	To investigate and improve the outdoor play environment. To ensure there is adequate shelter and shade.	M	<ul style="list-style-type: none"> <li>-Form an 'outdoor environment' committee with both staff and parents</li> <li>-Evaluate the current environment and explore possible improvements</li> <li>-Contact facilities manager as to what is possible.</li> <li>- Ensure adequate funding is available</li> <li>-Put a long term plan in place</li> <li>-Prioritise accordingly</li> </ul>	The outdoor environment will be well shaded, protect, stimulating, environment and inviting for the children to use on a regular basis.	3 Year Plan	

			and begin implementation.			
--	--	--	---------------------------	--	--	--

## Improvement Plan

## 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)

	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

<b>Strengths</b>	The physical environment is regularly reorganised to continuously engage children and respond to children's interests and abilities and promote their learning and development. Indoor and outdoor spaces are organised to ensure children are able to participate in daily experiences with a focus on independence, participation and quality learning. We provide for quiet and active play, small and large group experiences, as well as solitary play opportunities. Despite the various barriers for example lack of shade, north facing yard and a divided indoor environment educators plan and manage the environment well. A small garden has been established where children grow and harvest vegetables and flowers. Paper and cardboard are recycled in collaboration with the school. Families and other professionals support children with additional needs and are involved in the planning and consultations with staff in an ongoing manner.
------------------	--

### Key improvements sought for QA3

<b>Standard 3.3 / Element 3.3.2</b>	Children are supported to become environmentally responsible and show respect for the environment
<b>Identified issue</b>	To further develop children's knowledge of and respect for natural constructed environments. To provide planned experiences that support children's engagement with, and promote the development of life skills such as growing food, water conservation, waste reduction and recycling.
<b>Standard 3.1 / Element 3.1.1</b>	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
<b>Identified issue</b>	To provide an environment that is safe, encourages risk taking and promotes the learning and development, health and safety of all children.

## 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 3.3 Element 3.3.2	To further develop children's knowledge of and respect for natural constructed environments	M	<ul style="list-style-type: none"> <li>-Write a policy for sustainable practices.</li> <li>-Engage the children in small and large group discussions and planned experiences</li> <li>-Support children's engagement and increase their awareness of the impact of human activity</li> <li>-Build a sense of responsibility for caring for our environment</li> </ul>	<ul style="list-style-type: none"> <li>-A policy will be developed in consultation with families. - Children will contribute their ideas through a variety of media.</li> <li>-Learning will be documented – using learning stories and photos, etc.</li> <li>-Children will care for our environment both natural and manmade. Children will engage in sustainable practices such as recycling, use recycled resources and water conservation and these will be embedded in our daily routines and practices.</li> </ul>	December 2012	Build on existing practices
Standard 3.1 Element 3.1.1	To provide an environment that is safe, encourages risk taking and promotes the learning and development, health and safety of all children.	H	<ul style="list-style-type: none"> <li>-Form a group involving interested parents and put a plan together including (a sandpit cover, soft fall, planting vegetation, making a digging patch)</li> <li>-Increase shade</li> </ul>	<ul style="list-style-type: none"> <li>-Working group established</li> <li>-Develop plan – 5 year</li> <li>-Soft fall area upgraded</li> <li>-Cover on the sandpit</li> <li>-Increase vegetation</li> <li>-Digging patch upgraded</li> </ul>	December 2012	Contacted the facilities manager and he has visited the site. We are waiting for follow up.

## 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

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
	<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

<b>Strengths</b>	<p>Vale Park Preschool is committed to providing a service where educator and child ratios are maintained at all times and where respect for everyone is a fundamental right. At Vale Park Preschool the educator/child ratios are well maintained at all times (including lunch/snack periods). Educator /child ratios have been discussed at staff meetings and all staff (including relief and contract staff) have been made aware of the need to keep to these ratios in the interest of child and educator safety.</p> <p>Regular and productive staff meetings contribute to the efficient running of the centre. The majority of educators at Vale Park Preschool work part time. Staff meetings are viewed as a time where staff are able to reflect on their practice, information is communicated and staff are able to put forward their ideas, views and concerns in an open and honest way. Conflict is viewed as a learning opportunity and educators respect other educator's point of view and participate in discussions in a respectful manner. When differences arise educators are provided with the opportunity to meet and discuss these with the relevant people and strategies are in place to resolve them. Procedures have been put in place for regular staff meetings so that all staff are able to attend most meetings or are able to access minutes and contribute to the meeting if not attending. All educators are given the opportunity to share and provide input into the services and running of the preschool through staff meetings and reviewing policies and procedures.</p> <p>Procedures are also in place for Performance Management Meetings where staff are able to share their personal and professional goals and put a plan in place for these to be achieved. Plans are reviewed regularly.</p> <p>Vale Park Preschool has recently experienced some educator changes and therefore are continuing to learn about each other's strengths and interests, to build on collaborative practices with a lens for improvement. Educators wrote a new philosophy last year collaboratively and new staff members have received a copy and their input will be sought.</p> <p>With the introduction of Universal Access (15 hours of preschool) the staff roster and timetable has been reviewed in an ongoing manner collaboratively to ensure optimal learning outcomes for children and educators.</p>
------------------	---

### Key improvements sought for QA4

<b>Standard/element 4.2.2</b>	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>	<p>To continually improve upon existing communication processes and overcome challenges of working in a site with high proportion of part time educators.</p> <p>To further develop a culture of professional enquiry and reflective practices, to learn from each other to improve our skills, practice and relationships.</p>
<b>Standard/element 4.2.3</b>	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

<b>Identified issue</b>	Educators will communicate with respect and follow code of ethics and grievance procedures.
<b>Standard/element 4.2.1</b>	Professional standards guide practice, interactions and relationships.
<b>Identified issue</b>	Educators will have access to professional documents to guide their practice.





## 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
4.2.1	All educators will have access to relevant documents to guide their practices, interactions and relationships.	M	<p>-Survey existing educators about documents</p> <ul style="list-style-type: none"> <li>• National Quality standards</li> <li>• National Regulations</li> <li>• Guide to National Quality Standards</li> <li>• EYLF</li> <li>• Educators guide to EYLF</li> <li>• VP Philosophy</li> <li>• Policies and procedures</li> <li>• Relevant publications</li> </ul> <p>-Provide access to documents if required -Refer to documents in Induction Folder – provide access for all</p>	All educators will have access to documents	Dec 2012	<p>-Educators to be involved in development of new policies and review of current policies and procedure.</p> <p>-Existing staff have copy of the Guide to NQS and are involved in self and site assessment</p> <p>-All educators involved in development of QIP</p> <p>-Educators involved in reflection on EYLF principles and practices</p>
4.2.2	Improve communication process to ensure all educators are involved and informed of site information in an ongoing manner	H	<p>-Collaborate and discuss communication processes and develop strategies to improve the process.</p> <p>-Use communication books – All Staff to read and write in</p> <p>-All Staff to feel comfortable to contact each other at home to convey information – emails, phone etc in an ongoing manner</p> <p>-Review strategies at end</p>	All educators feel informed and involved	End of term 2, review process	<p>Educator reflection on challenges and developed strategies</p> <p>Review end of term 2</p>

			of term 2			
4.2.3	<p>To review current procedure and develop and implement a current site grievance procedure.</p> <p>All educators will have access to the Early Childhood Australian Code of Ethics, 2006 and collaboratively discuss sites practices in regard to this document.</p>	M	<p>-All educators to reflect on current grievance process. and develop a new procedure. -New procedure will be accessible to all staff, (current and new).</p> <p>-All educators will be given a copy of code of Ethics -A procedure and time line will be developed to reflect on document collaboratively. -Reflections will be documented and shared with all educators.</p>	<p>-Educators reflect on grievance procedure and update process -An update procedure to be developed and accessible to all educators</p> <p>-All educators will reflect on document and conduct self and site assessment in regard to code of ethics.</p>	Dec 2012	<p>Current policy exists</p> <p>Code of ethics provided to educators to reflect on</p>



## 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

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
	<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>At Vale Park Preschool we believe that positive relationships, everyday interactions and shared learning opportunities provide the foundations for learning and development.</p> <p>We aim to provide ongoing opportunities for children to communicate and interact with educators and peers, one to one and in small and large groups both spontaneously and planned.</p> <p>Educators aim to respond sensitively and appropriately to children's efforts to communicate and children are encouraged and supported to engage in sustained conversations that follow their interests.</p> <p>Children learn with and from each other continuously and educators organise the environment to encourage and support the development of relationships and provide opportunities for children to engage in meaningful conversations with each other and educators. The program and routines</p>
------------------	---



provide regular opportunity for children to engage in social play and collaborative experiences and educators model, explicitly teach and provide opportunities for cooperative and collaborative play and group inquiry projects.

Educators observe and listen to children during their play and they use the information gathered during conversations with the children to scaffold their learning and plan opportunities and experiences based on their interests and needs.

All educators strive to make all children feel welcome and comfortable in the preschools environment. If an educator is concerned about a child in regards to their learning or their wellbeing the educator will always discuss this with the child's family and other educators to make plans to provide the child with assistance, for example if a child is having difficulty forming relationships with other children, educators will help the child by providing experiences that are planned for the individual and the whole group and the educator will also use spontaneous intentional teaching situations.

We have a planned Child Protection Program which aims at teaching children strategies to be safe and to keep themselves safe. This program also focuses on the rights of everyone to feel safe and provides strategies for children to use to help keep others safe. The children explore fair/unfair behaviour including learning how their behaviours and actions affect themselves and others and they also learn about developing the skills to regulate their actions. Children are supported to form and maintain positive relationships with others using restorative processes and are encouraged and supported to listen to each other's thoughts, consider others feelings and problem solve together for the mutual benefit of all.

Children with additional needs are supported through the use of visual strategies including sign language and picture peps. Individual expectation for children are followed based on strengths, abilities and needs.

## Key improvements sought for QA5

<b>Standard/element</b> 5.1.1 [	Interactions with each child are warm, responsive and build trusting relationships.
<b>Identified issue</b>	To develop a policy on interactions with children
<b>Standard/element</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>Identified issue</b>	Educators will self-evaluate their practice and improve learning outcomes for children in collaboration with other educators at Vale Park Preschool using the book 'Are you listening? Fostering conversations that help young children learn.



## 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
Element 5.1.1	To develop a policy on interactions with children	m	-Review existing policy -Reflect on current practice -Develop a new policy collaboratively -Consult with families -Share the policy with the community	A new policy developed	Dec 2012	Provide copy of existing policy to staff for reflection
Element 5.1.2	To reflect on current practice and improve educators pedagogy of listening to children's conversations and extending learning	m	-All educators will be involved in professional learning workshops and ongoing reflections on skills, practices and relationships. -Educators will attend Lisa Burman workshop "Listen to children's conversations" and will have the opportunity to read her book. -Educators will engage in collaborative self-review -Document improvement strategies -Implement strategies -Evaluate changes	Documented reflections that show improvements in practice, skills and relationships.	Dec 2012	-Purchase book -All educators are booked in to attend Lisa Burman workshop -Educators have been provided with relevant NQS Professional Learning Programs as they are released for reflection and other relevant articles.



## 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

Standard/element	National Law (section) and National Regulations (regulation)
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

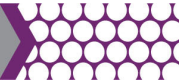


6.1, 6.2, 6.3	regulation 171	Policies and procedures to be kept available
<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
6.1, 6.2, 6.3	regulation 172	Notification of change to policies or procedures
6.1, 6.2, 6.3	regulation 173	Prescribed information is to 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

<b>Strengths</b>	<p>Vale Park Preschool believes that when educators work in partnership with families and communities higher learning outcomes are achieved for children. Educators strive to create a welcoming environment. Educators greet families on arrival or soon after. We believe the families first contact with the preschool is crucial in the relationship and seek to build on these at all stages in our interactions with the family. Educators are very aware of the individual child and family needs and respond in a flexible and appropriate manner to meet their individual needs.</p> <p>At Vale Park Preschool we strive to provide a culture of open communication and establish an environment that values open, friendly and sensitive conversations between families and educators. Educators value information about family life and the child. We seek to establish a culture of exchange where information flows between families and educators freely. Educators respond to questions, concerns and requests in a prompt and courteous manner. We encourage ongoing family input in to their child's learning including providing feedback for Learning Stories and Individual Learning Plans. Families are encouraged and invited to participate in centre surveys seeking information to improve the preschools practices.</p> <p>At Vale Park Preschool we recognise families are the child's first and most influential teachers and we seek their knowledge and expertise. Educators seek valuable family information that they use to build relationships with the family and the child and to plan for the child's learning. Educators build partnerships with families to support children's learning and well-being.</p> <p>At Vale Park Preschool we understand that transitions offer specific challenges and we seek to put in place strategies to reduce the challenges and ensure successful transitions for all children. A playgroup run by volunteer families supports children's transition into the preschool. We currently</p>
------------------	---



provide a transition process for children and families entering the preschool and support children and families leaving our preschool.

## Key improvements sought for QA6

Standard/element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions
Identified issue	To improve our consultation and involvement processes with families. To build upon the information sharing process and increase family involvement.
Standard/element Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
<b>Identified issue</b>	To document an excursion procedure and conduct a written risk assessment.

## 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
6.1.2	To improve our consultation and involvement processes with families. To build upon the information sharing process and increase family involvement To use family profile data more effectively to increase family involvement.	M	Continue to seek family input -Survey families - involved in the term 1improvement Plan -Families surveyed about preschool – term 1 & 3 -Policies & procedures are provided to families and their opinions sought – term 2 -Document family responses and show how their comments have improved practices -Collate family profile data & use this information to approach them and support their involvement e.g. – sharing information/resources/knowledge/etc. -Increase community/family events	Family thoughts/ comments and feedback sought through improvement survey -Families surveyed during term1 & 3 -The curriculum will evolve from family profile data -Families will be more involved in the curriculum -Documentation will show family involvement -Children’s learning will show family involvement - An increase in family attendance at events	Dec 2012	-Survey families- what are we doing well & where can we improve – term 1 - Some families are involved in the writing and reviewing of policies and procedures -Families are surveyed regularly = term 1 & 3 – last 2 terms of preschool -Current information is collected through a family profile proforma -New information board developed to increase information sharing with families -Continue to use whiteboard and regularly update information -Newsletters written more often
Element 6.3.2	-To build on and improve communication processes with Vale Park Primary School. -To reflect on current Transition practices and procedures to ensure a smooth and more positive Transition experience for children	M	-Seek feedback about existing Transition process from families, educators and school. -Write a procedure to improve Transition process -Build on and improve relationships with the school and the communication process	-Transition process more effective -Stronger communication processes with school	Dec 2012	-Phone conversation with principle to discuss family and educator feedback -Meeting set for term 2, week 4 to discuss transition process. -Emails – GC minutes and newsletters – term1, 2012

	and families.  -Risk assessment and procedure established for excursions	H	Document evidence of risk assessment for excursions and provide the, information to families and along with written permission slips	Documented evidence of risk assessment, information provided to families and written permission	Term 3, 2012	
--	--	---	--	---	--------------	--

## 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.

## 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

<b>Strengths</b>	<p>At Vale Park Preschool we have a well-attended Governing Council that meets regularly. At the Governing Council Meeting a range of topics are discussed including the curriculum, policies, the maintenance of the site and the financial status. The parents at the meeting have the opportunity to share their ideas and views and make decisions in regards to the efficient running of the preschool.</p> <p>All staff (including volunteers and relief staff) have an induction session prior to commencing work at the preschool.</p> <p>We aim to provide continuity of staff as much as possible including employing regular relief staff when core staff are away and part-time educators providing preschool and bilingual support. Educators input is valued and encouraged through varied opportunities to contribute to decision making and ongoing discussions. Leadership is viewed as a shared process where everyone is involved and contributes. The leader seeks educator's feedback and understands the importance of listening to all educators and supporting the less vocal to be heard. Educators are encouraged to lead discussions and are provided with resources and strategies to support this.</p> <p>A closure day last year was used to review the site philosophy in regard to current research, educator's beliefs and practice. This new philosophy guides our decision making and practice. All staff were involved in this process. The philosophy states there is a commitment by all educators 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, learning stories and inquiry practices.</p> <p>All staff are producing and reviewing current policies and developing new policies. We see this as an ongoing procedure and are initially focusing on policies that have a focus on safety. Governing Council and families are encouraged to be involved in this consultative process.</p> <p>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 participants 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 notice board in the office, a reading folder and</p>
------------------	--



communication books. At the beginning of the year during the first week staff were involved in a discussion about the importance of open communication and the Importance of talking about concerns with both those involved and the leader. Conflict is viewed as an opportunity to learn and improve.

With the introduction of the NQS and Universal Access some educators are feeling the effects of change and require support to manage this process. The leader is aware of this and is supporting educators to focus on the positive aspects of the changes and to talk about their feelings and concerns as they arise.

Procedures are in place for regular staff meetings during the term. Educators are able to review and reflect on their practice using tools including the Reflect, Respect, and Relate document. Staff meetings are also an opportunity for training and development. At these staff meetings roles and responsibilities have been discussed and assigned and EYLF practices and principles have been reflected upon.

Procedures are also in place for Performance Management Meetings where staff members are able to share their self-assessment and plan for their personal and professional improvement.

## Key improvements sought for QA7

<b>Standard/element</b> Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
<b>Identified issue</b>	Improved induction procedures and information for educators, volunteers and visitors.
<b>Standard/element</b> 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.
<b>Identified issue</b>	Improve and document the performance development process. Ensure individual development plans are in place to support performance improvement.
<b>Standard/element</b> Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.
<b>Identified issue</b>	Policies and procedures need to be reviewed and new ones developed.

## 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
Element 7.1.2	The induction of educators, volunteers and visitors is comprehensive.	H	-Review induction folders -Seek feedback about induction folders -Evaluate feedback and improve practice	Ensure Induction folders are relevant, provide specific information to support safe and effective practices	Dec 2012	Induction folders are being developed and reviewed Feedback sought at beginning of year
Element 7.2.2	Processes are in place that ensures the performance of educators is evaluated and individual development plans are in place to support performance improvement.	H	-Review current process -Review policies and guidelines -Develop a process in consultation with educators -Begin process -Evaluate process and outcomes	-New policy and procedure in place -Individual development plans developed to support performance improvements -Evidence to be documented of improved performance -Develop new grievance procedure	Dec 2012	Performance management timetable is in place Grievance procedure is being developed
Element 7.3.5	-Policies and procedure are documented in consultation with educators and families. -Educators and families have access to them. -Service practices are based on this documentation.	H	-Current policies and procedures reviewed in line with current research and National Regulations etc. -New policies and procedures are identified and documented. -Families and educators are involved and consulted -Policies and procedures used to guide practice.	-Policies and procedures documented and reviewed. -Families and Educators involved and consulted in this process -Policies and procedures guide practices.	Dec 2012	Review current policies and procedures