



Australian Children's
Education & Care
Quality Authority

Appendix 2: Quality Improvement Plan template

OCTOBER 2011

Service details

Service name	Service approval number
Swallowcliffe Preschool	SE - 00011009
Primary contact at service	
Responsible Person is Rhianna Woodbury	
Physical location of service	Physical location contact details
Street: Cnr Oldford street and Swallowcliffe Road Suburb: Davoren Park State/territory: SA Postcode: 5113	Telephone: 08 82552908 Mobile: Fax: Email: Rhianna.woodbury196@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Department for Education and Child Development Telephone: 84636568 Mobile: Fax: 84636620 Email: decs/schoolcare@sa.gov.au	Name: Tonia Noble Telephone: 08 82552908 Mobile: Fax: 82870059 Email: tonia.noble249@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	09:10	09:10	09:10	09:10	09:10	Closed	Closed
Closing time	15:10	15:10	15:10	15:10	15:10		

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.

Swallowcliffe Preschool is a DECD school based preschool.

SA school holiday dates.

Pupil-free days determined by Swallowcliffe c-7 Governing Council

How are the children grouped at your service?

Our capacity at Swallowcliffe Preschool is 45 children per session. Group 1 attends Monday, Wednesday and alternate Fridays and Group 2 attends Tuesday, Thursday and alternate Fridays. The children are organised using a primary caregiver arrangement (split into two groups) for explicit teaching and attachment purposes. Playgroup is integrated within our preschool program on Friday mornings.

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

Responsible Person, Rhianna Woodbury

Early Years Senior Leader, Penny Sweeny

Service statement of philosophy

Please insert your service's statement of philosophy here.

At Swallowcliffe Preschool we understand that children's wellbeing is paramount to their learning. We understand the link between relationships and cognitive development. We believe that providing secure attachments is the foundation for healthy brain development and impacts greatly on children's dispositions for learning. We strongly believe that it takes a village to raise a child and work in partnership with families in a holistic approach to early childhood education. We acknowledge and celebrate that parents are children's first teachers. We believe children learn best when their families are involved and strive to ensure that all families feel welcome. We understand the family values of our parent community and strive to include their input into our programming.

We ensure that children are the core of what we do at Swallowcliffe Preschool. We value children's voice and make sure all children are valued and respected for the competent and capable citizens they are. We believe that each child needs to feel safe, secure and supported in a consistent environment that creates a sense of being and belonging. We recognise that each child is unique, striving to meet the individual needs of all children through our inclusive and diverse program that reflects the integration of physical, cognitive, social and emotional learning. We ensure that we are nurturing 'the whole child' and providing quality education and care through our program and our practice. Our program and practice is based on the Early Years Learning Framework and current pedagogies, principals, practices and outcomes providing a holistic teaching and learning approach. Our program celebrates the importance of learning through play and inquiry, developing independence and interdependence and managing risk. We strongly believe that children need to experience risk, to make decisions, to try, to fail, to persevere and succeed in order to experience a wide range of moments. We also understand the important link between oral language and literacy success, providing an explicit book based literacy program. This is a focus for our curriculum.



Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

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

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

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

Swallowcliffe Preschool has recently undergone curriculum change and is using a new programming cycle. The Early Years Learning Framework in partnership with the Literacy and Numeracy Indicators guides our program. Educators plan for whole group, small groups and individuals using our responsive planning cycle. Our routine allows for long periods of uninterrupted play, where children can explore and make sense of their world. Educators plan for long-term play areas to enable deep engagement in play, while providing educators the opportunity to reflect on the play areas, ensuring the environment is culturally competent, inclusive and responsive.

Our morning routine is designed to engage our families to input into our program through our question of the day and support their children to participate in the predictable morning routines, which facilitates children to successfully transition into preschool. Our morning group program has a strong focus on literacy, promoting the development of children's oral language, phonological awareness and concepts about print through our book based literacy program. Fruit time is used as an opportunity to teach important social and hygiene skills while fostering mathematical thinking and vocabulary expansion. Lunch time is organised to foster relationships between children and educators, while scaffolding oral language through reciprocal conversations. Lunch time is also used to explicitly teach self-help skills and hygiene practices, including dental care. Our afternoon group program supports children to develop their independence and interdependence through organising their belongings and engaging in pet care tasks. Wellbeing is explicitly taught on Fridays through our Child Protection Curriculum and our Kids in the Kitchen cooking program, which promotes healthy eating habits.

Each child is supported to participate actively in our program, which promotes independence, decision making and agency. Children with special rights are supported through DECD special education services (including speech pathologists, additional SSO's and BSSO's). Children with special rights have a negotiated Education Plan designed to promote inclusion and high expectations. This plan is documented in collaboration with families.

Key improvements sought for QA1

Standard/element 1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.	
	Identified issue	The recent curriculum change has highlighted the need for all educators to support each other as they work towards a consistent approach to responding to children's ideas and play through strong pedagogical documentation.

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
1.2.2	For all educators to observe children's ideas and play and document them through floorbooks. Educators use floorbook reflections to plan intentional teaching moments and extend children's play.	H	<p>Nicola and Rhianna to give documentation workshop on 13.2.17 to support all staff to engage in the floorbook process.</p> <p>Each member of staff is accountable for a floorbook based on a long term play area.</p> <p>Leaders provide ongoing support to staff with photo analysis and possible lines of development (P.L.O.D's).</p> <p>SSO's provided with NIT to carry out floorbook documentation.</p> <p>Rhianna to buy 2 cameras and enquire about an air printer to support efficient documentation</p>	<p>Every Educator to have written one entry into their designated floorbook.</p> <p>Every Educator to have implemented a P.L.O.D</p> <p>Every Educator to have written 2 entries (minimum) into their designated floorbook.</p>	<p>By Friday Term 1 Wk 5</p> <p>By Friday Term1 Wk 8</p> <p>By Thursday Term 1 Wk11</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: <ul style="list-style-type: none"> (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

Strengths	<p>Our program is designed to foster optimal health and wellbeing for all children and their families. Families are informed about our healthy eating policy when enrolling and asked to provide a piece of fruit for sharing, water and a healthy lunch. Additional information about nutrition is offered through our Kids in the Kitchen cooking program, our staying healthy at preschool notice board, parent library and through external agencies during twilight nights. Our breakfast program is provided every Friday and additional food is provided to children when necessary. Hygiene practices such as handwashing, teeth cleaning and toileting are explicitly taught during group time using warm up books, videos, songs and demonstrations. Teeth cleaning program occurs after lunch from Term 2 onwards. The UV rating is checked daily as part of our safety check. Children's wellbeing and safety is explicitly taught through the Child Protection Curriculum on Fridays. Families are kept informed of child injuries through phone calls, conversations and injury and incident forms. Our environment has a variety of quiet spaces and active spaces, which allows children the opportunity to rest. Our resting room can be used as a sleep room for children who require it. The preschool is staffed appropriately. Rostering ensures staff members are present in all main areas at all times to provide supervision.</p>
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Key improvements sought for QA2

Standard/element 2.3.1	Children are adequately supervised at all times.
Identified issue	An improved and consistent approach towards supervision and scanning the environment.
Standard/element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
Identified issue	Update risk/benefit assessments (including children's voice). Display visually for children and in a centrally located folder.

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
2.3.1	Educators increase their supervision abilities.	H	<p>Educators to practice scanning the environment every 5 seconds (even during educator directed activities or toileting).</p> <p>Educators to increase communication on the floor.</p> <p>Educators to increase supportive culture and ask each other for help when necessary.</p> <p>Educators to be mindful of zoning, increased risk areas and personal positioning when supervising.</p>	<p>Increase of Educators redirecting children and/or engaging children (before children create hazards/injury/incidents).</p> <p>Increase of Educators talking to one another about what they are doing (only one educator directed activity in one area at a time during free play)</p> <p>Decrease of altercations.</p>	End of Term 1	
2.3.2	Teachers to update risk/benefit assessments with children.	M	<p>Rhianna to source current risk/benefit assessments and identify areas that need one.</p> <p>Rhianna to delegate risk/benefit assessments between Teaching staff.</p> <p>Children's voice to be captured during afternoon group time.</p>	4 risk/benefit assessments completed (including visuals for children) and displayed by Term 2.	Ongoing as the environment changes.	

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>Children are supported to become environmentally responsible and show respect for the environment through our environmental education program. Our preschool has a large emphasis on pet care, explicitly teaching children how to responsibly look after our rabbit, turtle, fish, stick insects and worm farm. Our program also offers gardening experiences, composting experiences and waste station educations.</p> <p>Safety checks are performed daily and weekly cleaning roster is adhered to.</p> <p>Children have access to indoor and outdoor play except when the hot weather policy is implemented. Children have supervised access to resources kept in the shed. We have a variety of resources on offer inside and outside.</p>
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Key improvements sought for QA3

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	For all educators to develop their understanding of how the active learning environment acts as the 3 rd teacher and increase their ability to provide an environment that engages all children in quality experiences, which are flexible and promote self-initiated play and exploration.

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
3.2.1	For educators to increase their understanding on the intentional teaching behind the long term play areas.	M	<p>Educators use floorbook documentation to analyse and reflect on play area layouts and teaching opportunities.</p> <p>Educators use the involvement scale in the RRR document to reflect on the active learning environment.</p>	<p>Photo documentation included in the floorbooks of how the play areas have changed over time.</p> <p>Our environment is highly engaging according to the involvement scale</p>	<p>Term 2</p> <p>Term 3</p>	

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	Our staff are passionate about working with children, families and the community to achieve the best outcomes for our children. All staff celebrate their own achievements and the achievements of others, acknowledging the unique skills every team member brings to our preschool. All opinions are valued, therefore SSO's are paid to attend staff meetings. All staff make respectful contributions towards staff meetings, programming meetings and reflection meetings. All staff are involved in meetings that are specific to their role that include the Code of Ethics, Policies, Professional Development and Continuity of Learning programming. Educator-to-child ratios and qualification requirements are maintained at all times.
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Key improvements sought for QA4

Standard/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.	
	Identified issue	As a new preschool team that has undergone curriculum change, staff will support each other as new roles, routines and responsibilities are defined.

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	All staff have a clear understanding of their role, the preschool routine, the programming cycle and the quality improvement plan.	H	Supportive staff culture pledge Recognise individual strengths Staff reflection journal Staff meetings/PLC's where all staff can ask clarifying questions Performance development conversations	The daily routine flows, focussing on transitions between large group to small group and end of day group time and dismissal. All educators contribute to programming and QIP discussions	End of Wk 6 Term 1 Ongoing	



Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

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>All children and their families are warmly greeted on arrival. Our preschool uses the primary caregiver model, which supports children to form secure attachments with educators. Individual plans are created for children to support them to feel secure, confident and included. Our program provides many opportunities for children to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning. Children's wellbeing is monitored through our question of the day. Educators target children who are feeling unhappy and respond accordingly. Children's thoughts and ideas are respected and valued through our thoughts and ideas book. Educators reflect on children's thoughts and ideas to inform the preschool program. Children's toileting interactions are respectful and considerate of children's developmental needs. Children's wellbeing is at the forefront of our program.</p>
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Key improvements sought for QA5

Standard/element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.	
	Identified issue	Ensure all staff respond to children in a predictable and consistent manner.
Standard/element 5.2.3	The dignity and the rights of every child are maintained at all times.	
	Identified issue	Ensure conversations with families regarding the dignity and rights of children are confidential. Ensure an inclusive environment for special rights 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
5.1.1	Predictable and consistent responses to behaviour from all staff.	M	<p>All staff collaborate to update preschool behaviour policy with regard to protective practices.</p> <p>All staff collaborate to update physical handling policy.</p> <p>Staff use updated preschool behaviour policy to inform their interactions with children</p> <p>PD session on behaviour scenarios and appropriate responses including protective practices.</p> <p>Staff to write individual behaviour plans.</p>	<p>Updated behaviour and physical handling policies.</p> <p>Staff are consistent in their responses and expectations towards children.</p> <p>PD session on behaviour and protective practices.</p> <p>Identified children to have individual behaviour plan</p>	<p>By the end of Term 1</p> <p>By the end of Term 2</p> <p>On Monday Wk 4</p> <p>By the end of Term 1</p>	
5.2.3	Confidentiality is maintained at all times (parents, caregivers, decd personnel, outside agencies).	M	<p>All staff are mindful to have sensitive conversations in private.</p> <p>End of day dismissal structured to support confidential conversations</p>	<p>Staff reflections on ability to engage in confidential conversations.</p> <p>Staff and parent survey</p>	Term 3	

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	Each family has a personal meeting during the enrolment process. Relationships with families are developed and maintained through Acquaintance Afternoons, twilight nights, conversation cards and parent teacher meetings. Families have opportunities to input into our program through our question of the day, surveys, donations and volunteering. Families are encouraged to attend our playgroup to build relationships with staff and become familiar with the preschool environment in the security of their parent's company. Our Pastoral Care Worker attends preschool events and Playgroup to make links with the community and support families. Staff work with outside agencies and the community to support both families and individual children, including CaFHS, Eldercare Village, Anglicare and Peachy Place. Staff adhere to our Continuity of Learning Policy. Staff perform home visits when applicable to make connections with families and support attendance.
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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	DECD Volunteer Policy has changed. We need to create a volunteer induction package that aligns with the new policy.

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	Volunteer Induction Package	L	<p>Rhianna and Penny to do Plink Volunteer policy training.</p> <p>Rhianna and Penny to create a volunteer induction outline.</p> <p>Rhianna and Penny to create a volunteer induction package</p>	<p>Rhianna and Penny to have completed the online training</p> <p>Volunteer induction package aligns with DECD policy</p>	<p>Term 1 wk 6</p> <p>Term 2</p>	

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	<p>The Early Years are valued at Swallowcliffe. We have an Early Years Senior Leader and a Preschool Coordinator to drive the Preschool program and lead performance development conversations with staff. All staff have a performance development folder and adhere to the preschool performance development and accountability rubric. All staff work collaboratively as a team and participated in writing the Quality Improvement Plan. Induction meetings are scheduled and carried out and induction folders are compiled and maintained. All preschool staff are included in school staff meetings and contribute to hub meetings and teacher executive.</p>
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Key improvements sought for QA7

Standard/element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.	
	Identified issue	A new preschool coordinator has been appointed. The Early Years Senior Leader and the Preschool Coordinator will collaborate to discuss and define each of their roles.
Standard/element 7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.	
	Identified issue	The statement of philosophy is up for review.
Standard/element 7.2.3	An effective self-assessment and quality improvement process is in place.	
	Identified issue	The preschool performance development and accountability cycle needs to be updated to reflect curriculum changes.

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
7.1.2	Defined roles and responsibilities between the Preschool Coordinator and the Early Years Senior Leader	L	Rhianna and Penny to have regular meetings to discuss roles and responsibilities.	Itemized list of defined roles and responsibilities for Preschool Coordinator and Early Years Senior Leader.	Term 3	
7.2.1	Revised Statement of Philosophy reflecting current curriculum change and pedagogical practices	L	Reflection and review of Statement of Philosophy to occur during Preschool PLC meetings. Parent survey of important inclusions/values to Statement of Philosophy	Statement of Philosophy that reflects current curriculum change and school mission statement.	Term 2	
7.2.3	Update Preschool performance development and accountability rubric to align with curriculum change.	M	Rhianna to review Penny to update Rhianna to explain to all preschool staff during staff meeting.	Update complete All staff adhering to the Preschool performance development and accountability rubric.	Wk 7 Term 1 Term 1	