



Lake Wangary School Preschool Quality Improvement Plan 2019

Leadership **E**ffort **A**chieve **R**espect



The National Quality Standard and Quality Improvement

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan.

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (r55) for each service that:

- includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard and the National Regulations; and
- identifies any areas that the provider considers may require improvement; and
- contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request.

Service details

Service name		Service approval number	
Lake Wangary School		08 86854137	
Primary contacts at service			
Wade Branford - Principal		Nola Purslow- Preschool Teacher	
Physical location of service		Physical location contact details	
Street	Third Street	Telephone	08 86854137
Suburb	Wangary	Mobile	0400666110
State/territory	South Australia	Fax	86854050
Postcode	5607	Email	Wade.Branford61@schools.sa.edu.au
Approved Provider Department for Education		Nominated Supervisor	
Primary contact	Karen Weston	Name	Wade Branford
Telephone	0882263463	Telephone	86854137
Mobile		Mobile	0400666110
Fax		Fax	86854030
Email	Karen.Weston2@sa.gov.au	Email	Wade.Branford61@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street	Third Street	State/territory	
Suburb	Wangary S.A 5607	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.

Describe the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

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.

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time		08:30	08:30 Term 1 &2 Weeks 2 & 6 Term 3&4 Weeks 2, 4 & 6	08:30	Playgroup 010:00 - 12:00		
Closing time		15:10	15:10	15:10			

Additional information about your service

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

Wangary is a small rural town on the Eyre Peninsula South Australia, located 45 kilometres west of Port Lincoln on the Flinders Highway near Coffin Bay. The population of Lake Wangary is around 200 people. The Lake Wangary Preschool serves five small neighbouring communities of Wangary, Coffin Bay, Wanilla, Coultta and Dutton Bay. Currently 1 of our 10 Preschool enrolments live in Wangary. All other children access the preschool via one of two primary school buses. 5 children come from Coffin Bay, 2 from Mount Dutton Bay seaside townships and 2 from a farm 10 kms from school.

Farming, fishing, and more recently, aquaculture are the predominant occupations, together with related services. The towns are very small except for Coffin Bay, which is a major tourist attraction on Eyre Peninsula and has a population of in excess of 400 residents. Wangary has a memorial hall, church, oval and sporting clubrooms. Close by coastline, beaches and scenery are tourist features of the area.

In term 3 2018, the preschool service moved from the original preschool site on Main Street into a refurbishment classroom at the School. The new site has a physical capacity of 22. Early Years education began in Wangary as a rural policy preschool where children started at three years of age and attended over two years. It progressed to three days per fortnight with children beginning at 3.5 yrs. With the introduction of universal access and same start day, children attend for one year, two days per week with additional days held in weeks 2 and 6 to bring their hours to 600 in the year before they start school.

Amalgamation with the primary school commenced at the beginning of 2018. The amalgamation had been a decision that had arisen from extensive consultation with the parent community around the best possible model for the future sustainability of the preschool service and was endorsed by the Governing Council and Education Director.

Transition to school is valued in our program and being co-located on the school site enables it to be an integral process. It begins with a meeting where preschool and foundation class staff to plan the yearly program. This includes visits between classes in weeks 2 & 6 each term. We regularly attend concerts, assemblies, class events, the library and the gym. Orientation to preschool is held throughout term 4, which is flexible in accordance with the capacity/ needs of individual families.

The preschool teacher attends weekly staff meetings, is the staff representative on the Governing Council and provides NIT for the F/1 class and the 2/3/4 class.

Playgroup is offered at the Lake Wangary Preschool each Friday 10am to 12.

Parking is available at the front of the building. School Holidays are in line with the states holiday schedule.

How are the children grouped at your service?

The 10 preschool enrolments attend as one group

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

Wade Branford - Principal

Nola Purslow -Teacher

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

No. of educators:

Service statement of philosophy

Please insert your service's statement of philosophy here.

Lake Wangary Preschool provides a caring, secure, respectful, healthy and stimulating environment for children, their families, educators and the community.

The staff and families believe:

- Children learn through quality play experiences in a social context.
- Educators provide a balance between child initiated and educator supported learning.
- Children learn best when educators are attuned to individual children's thoughts and feelings and give priority to nurturing relationships.
- All children have the capacity to succeed regardless of circumstances and abilities.
- It is important that educators actively model and intentionally teach sustainable practices and a respect for the environment.
- Children will learn increasing responsibility for their own health and physical wellbeing through educators modelling and providing opportunities for children to develop these skills.

Staff value and respect -

- Genuine partnerships with families and recognise them as children's first and most influential teachers.
- Shared communication with the community.
- Diverse cultures and customs within our community.
- Ongoing learning and reflective practice.

Reviewed 2019 in consultation with children, staff, parents and the Governing Council, Lake Wangary School.

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	The educational program enhances each child’s learning and development.	
Approved learning framework	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.
Child-centred	Element 1.1.2	Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.
Standard 1.2	Educators facilitate and extend each child’s learning and development.	
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	
Assessment and planning cycle	Element 1.3.1	Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child’s progress.

National Law and National Regulations underpinning Quality Area 1

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 1 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)	1.1.1
Section 168	Offence relating to required programs	1.1.1, 1.1.2
Regulation 73	Educational program	1.1.1
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program	1.3.1
Regulation 75	Information about educational program to be kept available	1.3.3
Regulation 76	Information about educational program to be given to parents	1.3.3
Regulation 274A NSW	Programs for children over preschool age	1.3.1
Regulation 289A NT	Programs for children over preschool age	1.3.1
Regulation 298A Queensland	Programs for children over preschool age	1.3.1

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths

The Early Years Learning Framework, Belonging, Being & Becoming” has enhanced our knowledge and understanding of the planning cycle and broad learning and developmental outcomes for children birth to five. The principles and practices have provided a consistent guide to lead and strengthen our pedagogy, curriculum decision making and the relationships we have with children and their families. Our knowledge of effective numeracy practices has strengthened and consolidated over the years stemming from the Directors (now teacher) involvement in the Numeracy and Literacy Results Plus sessions as the Early Years Rep; whole staff training to develop understandings of the “Implementation Guidelines for Indicators of Preschool Numeracy and Literacy” (2015-2016); involvement in a portfolio Numeracy Inquiry project (2016) where we developed a line of inquiry based on our observations of children’s numeracy skills and trialled/evaluated pedagogical approaches to further strengthen these including a focus on Executive Functions/intentional use of mathematical language and more recently (2019) numeracy training with Lisa Jane-O’Connor to align with our specific focus around increasing children’s number sense. The resource “Maths Is All Around You” has supported staff to improve planning for intentional numeracy teaching during play based activities. Likewise, our understanding of quality emergent literacy practices has evolved through our ongoing involvement in the ‘Port Lincoln Partnership Oral Language Strategy’ along with 5 other preschools. Deliberate shifts in educator practice to maximise children’s oral language skills including conversational reading and the intentional teaching of vocabulary in the context of book reading has occurred, as well as the intentional teaching of phonological awareness skills, stemming from the collection of PASM data.

Our enrolment process gathers rich information about each child’s current knowledge, strengths, ideas, culture, abilities and interests which is a valuable starting point for developing ILP’s and our beginning of the year program. Our program is child centred and our initial observations are focussed on the child’s strengths/interests. This information is used to begin our planning cycles and is complimented by ongoing anecdotal observations/assessments of individual children. Each term parents are rostered on a ‘Parent Help’ list. During this time parents are encouraged to share information about their child and are given the opportunity to question staff and express their child’s opinions about preschool. Formal Parent Interviews are held in term two. Excursions to each child’s home provide valuable information about the family culture and interests.

Our program and daily routines are organised to promote each child’s agency. Children are supported to gain competencies for organising their own learning. Our program provides opportunities for each child to gain the skills and knowledge to access resources they want or need. Children are included in daily routines such as preparation of morning snack and fruit time, setting up activities, choosing songs and books for group times and helping at pack away time. Children learn to take responsibility for their own health and safety and how to care for their own belongings as well as those of their peers and the preschool.

Parents are provided with a Portfolio each term which documents information about the curriculum, various assessments, ILP’s, learning stories, each terms excursion, special events such as activities with the F/1 class and many photos to celebrate each child’s learning achievements. Portfolios are readily available for children and parents during preschool sessions. The Statement of Learning is included in term 4.

Staff place a high importance on honouring ‘Children’s voice’ and making children’s learning visible in the Preschool and in the wider community (ie Woolworths community display board in Port Lincoln). We have conversations with individual children throughout each day to assess their social and emotional needs and through a planning cycle process, we support the development of their interests and provide positive learning outcomes.

Close observations of individual children and their social groups enable staff to develop the child’s confidence to make choices that influence their daily life and their ideas of the world around them. Activities are planned to develop each child’s dispositions for learning and executive functions. Improved planning cycles have been established with a focus on maintaining ongoing documented observations of individual children.

Key improvements sought for Quality Area 1

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.3.1 1.2.1	<p>Oral Language goal: Port Lincoln Partnership data indicates a need to build onto and further enhance the oral language skills of all children. Specific data sets include: AEDC data – increased vulnerability in Communication skills and general knowledge; increasing speech and language preschool caseload and 50% of students reaching the year 1/2 standard of Education Achievement in Running Records. The Early Years/Preschool Oral Language Strategy is an ongoing piece of work in liaison with the Speech Team and Early Childhood Leader and 5 preschools in our partnership.</p> <p>Numeracy Goal: The 2018 self-review process indicated that staff needed to consolidate their knowledge of how to teach number sense.</p>	Refer to Addendum “2019 Literacy and Numeracy Plan Lake Wangary Preschool”	H	Refer to Addendum “2019 Literacy and Numeracy Plan Lake Wangary Preschool”	Refer to Addendum “2019 Literacy and Numeracy Plan Lake Wangary Preschool”	Terms 1 - 4 2019	Refer to Addendum “2019 Literacy and Numeracy Plan Lake Wangary Preschool” for progress notes

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 and physical activity is supported and promoted.		
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2		
Each child is protected.		
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.



National Law and National Regulations underpinning Quality Area 2

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 2 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated Element
Section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	2.2.3
Section 165	Offence to inadequately supervise children	2.2.1
Section 166	Offence to use inappropriate discipline	2.1.1, 2.2.1
Section 167	Offence relating to protection of children from harm and hazards	2.2.1
Section 170	Offence relating to unauthorised persons on education and care service premises	2.2.1
Section 171	Offence relating to direction to exclude inappropriate persons from education and care premises	2.2.1
Regulation 77	Health, hygiene and safe food practices	2.1.2
Regulation 78	Food and beverages	2.1.3
Regulation 79	Service providing food and beverages	2.1.3
Regulation 80	Weekly menu	2.1.3
Regulation 81	Sleep and rest	2.1.1
National Law and National Regulations		Associated element
Regulation 82	Tobacco, drug and alcohol free environment	2.2.1
Regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs	2.2.1
Regulation 84	Awareness of child protection law	2.2.3

Regulation 85	Incident, injury, trauma and illness policies and procedures	2.1.2
Regulation 86	Notification to parents of incident, injury, trauma and illness	2.1.2
Regulation 87	Incident, injury, trauma and illness record	2.1.2
Regulation 88	Infectious diseases	2.1.2
Regulation 89	First aid kits	2.1.2
Regulation 90	Medical conditions policy	2.1.2
Regulation 91	Medical conditions policy to be provided to parents	2.1.2
Regulation 92	Medication record	2.1.2
Regulation 93	Administration of medication	2.1.2
Regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency	2.1.2
Regulation 95	Procedure for administration of medication	2.1.2
Regulation 96	Self-administration of medication	2.1.2
Regulation 97	Emergency and evacuation procedures	2.2.2
National Law and National Regulations		Associated element
Regulation 98	Telephone or other communication equipment	2.2.2
Regulation 99	Children leaving the education and care premises	2.2.1
Regulation 100	Risk assessment must be conducted before excursion	2.2.1



Regulation 101	Conduct of risk assessment for excursion	2.2.1
Regulation 102	Authorisation for excursions	2.2.1

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

All staff have the approved First Aid qualifications 'Provide an emergency first aid response in an education and care setting' (HLTAID004) and updated CPR training annually. At the time of enrolment, all health and medical information is collected/immunisation records sighted/recorded. Staff work in partnership with parents to ensure Health Care Plans are put into place for children who may require one. We have a close working relationship with the CAFHS nurse and we have screenings scheduled in term 1 and term 4 of this year.

Children have access to quiet areas inside and out. There is a tepee and shaded tree area in the yard that supports children to engage in rest if required. We have a scheduled quiet time after lunch where children are encouraged to rest or choose a quiet activity.

At the beginning of each term, intentional teaching of correct hand washing is implemented/revisited. Hand washing is strongly embedded in our daily routines, before eating, food preparation, after using toilet, working in garden or handling animals. Children are consistently supervised by a staff member as they are asked to go to the bathroom. Children are also confident in reminding each other about hand washing procedures which is evidence that it is an embedded routine. Visual posters are displayed in the bathroom for children to refer to.

Information is placed in newsletters, community centres, web page and in communication books with information concerning infectious diseases, illnesses or contagious conditions that are present in the school or community. Notification of a confirmed infectious disease is also recorded on the prescribed information sheet in the entrance to the preschool. Immunisation records are sighted as per the Department for Education requirements. All incidents, injuries, traumas or illnesses are recorded and parents are notified via phone contact and a written report (serious injuries are recorded on IRMS and the Regulatory Authority is notified of any serious incidents). First Aid Kits/Asthma Emergency Kit are checked routinely and maintained to the required standards.

Staff regularly promote the centre's healthy eating policy in the newsletter, ideas for healthy lunch box and planned activities teaching children about healthy eating are reported in the portfolios. Fresh healthy food is used regularly in cooking activities and discussed with children.

Planning sessions consider a variety of resources to encourage active and quiet play. Active play is encouraged when deemed safe by outside staff. Outdoor undercover area is offered in rainy weather. Impromptu exercise and relaxations sessions are conducted when children require. Soft fall has been placed under a wide variety of climbing and balancing equipment to encourage children to extend their skills and consider the risks involved. Big blocks are used to promote cooperation with others and consider risk taking physical play.

Staffing meets our 1:10 staffing ratio to ensure the best supervision of both inside and outside play and learning opportunities for the children at our centre.

Staff conduct daily outdoor safety inspections. Risks and benefits of activities are regularly discussed and documented with the children. If hazards are identified they are recorded at staff meetings. Thorough risk assessments are conducted for each terms excursion. A sun smart policy is implemented in terms 1, 3 and 4. A visitor book is located at the front office entrance to record who is on the premises.

The School's Emergency Management Plan is updated each year. Preschool staff participate in the planning and practice of Fire Drill to Safe Refuge. Evacuation / Invacuation drills are carried out 3 monthly or once per term. Signage/maps for Emergency procedures are displayed in prominent locations.

All staff have completed the RAN-EC training and are aware of how to report/manage abuse related incidents. The Teacher is trained in the Keeping Safe Child Protection Curriculum which is consistently implemented as part of the learning program.

Key improvements sought for Quality Area 2

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.1	<p>Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.</p> <p>During a self-assessment at the end of 2018, staff reflected that provision of places and routines in the new setting need to be increased.</p>	To support children's ability to regulate their physical needs and emotional wellbeing through the provision of routines/spaces for rest and relaxation	M	<p>Negotiate arrangements for relaxation and 'downtime' with children – children's agency. Staff apply in expectations and routines</p> <p>Liaise with each child's family around their rest and relaxation needs and preferences</p> <p>Creating spaces in the indoor and outdoor area that allow children to self- select or be guided to quiet play and rest – research some ideas/visit other sites for inspiration</p> <p>Teaching children emotions through the child protection curriculum</p>	<p>Children will have choice and opportunities to engage in quiet play experiences.</p> <p>Routines will be in place for children to have opportunities to gain appropriate levels of rest and relaxation</p> <p>Observations of children regulating their own needs around rest and relaxation/assessing quiet areas</p>	<p>Term 1 2019</p> <p>Term 1 2019</p> <p>Term 1 2019</p> <p>Term 3</p>	<p>Term 1 2019</p> <p>At the commencement of 2019 staff negotiated with the children ways to keep preschool safe and happy. This included relaxation routines, spaces and allocated 'downtimes'. Staff analysed information from child entry profiles around children's rest and relaxation needs to inform planning.</p> <p>Staff examined play spaces, identified a suitable space for relaxation under the veranda and added big cushions, books and mats. Purchased a commercial tepee that is moveable.</p> <p>Term 2 2019</p> <p>Children and Staff created a bamboo outdoor retreat after looking at Upper Primary's shelters they created. Staff collaborated with children to make their own bamboo shelter outdoors.</p> <p>Term 3 2019</p>



							Children, parent and staff helped redesign the shelter structure to become a tepee based on children's voice and design.
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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 of the facilities is appropriate for the operation of a service.
Fit for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2		The service environment is inclusive, promotes competence and supports exploration and play-based learning.
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child’s participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

National Law and National Regulations underpinning Quality Area 3

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 3 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2
Regulation 104	Fencing	3.1.1
Regulation 105	Furniture, materials and equipment	3.2.2
Regulation 106	Laundry and hygiene facilities	3.1.1
Regulation 107	Space requirements—indoor	3.1.1
Regulation 108	Space requirements—outdoor	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	3.1.1
Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1

National Law and National Regulations		Associated element
Regulation 115	Premises designed to facilitate supervision	3.1.1
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)	3.1.1
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths

The Preschool is located in a refurbished classroom on the Lake Wangary School grounds. We moved into the new facility in term 3 2018. The design of the facility is appropriate for the operation of a preschool service. The indoor and outdoor spaces support the access of every child. Whilst small, the outdoor area makes optimum use of all space, the large tree invites creative play and beautiful natural shade in the summer months. The yard faces onto a picturesque view of the surrounding rural landscape including Marble Range, providing an ongoing conversation point for children, staff, families and visitors to the centre.

The premises is cleaned daily by the school cleaner. A maintenance/grounds person is employed to maintain a clean and safe indoor and outdoor areas and the preschool staff consistently implement daily outdoor area safety checks. The environment is inclusive, promotes competence and supports exploration and play based learning.

Children are able to access indoor and outdoor areas freely during play sessions. Children are included in the planning of activities and they are encouraged to help choose equipment for activities, in both built and natural environments and to help setup and pack up activities. Staff plan and program for indoor and outdoor activities, based on prior knowledge of individual children and interests of group play. Our indoor and outdoor spaces promote creative/imaginative play plus gross and fine motor activities which encourage calculated risk taking in a safe environment.

Resources, materials and equipment have been purchased and well maintained over many years. Our new facilities have improved storage areas and allow easy access to resources. Resources allow for multiple uses, are sufficient in number and allow children to engage in play based learning. The culture at our centre has been influenced by staff and community volunteers, who have a passion for environmental sustainability and an interest in native flora and fauna. Staff utilise their knowledge and skills to teach children how they can help care for the environment and encourage them to observe the creatures and learn about their habitats. We recycle containers, paper and food scraps. Our Worm Farm recycles food scraps and to use as fertilizer for our school garden. In 2019, staff have established a recycling station to further develop children's understanding of effective recycling processes.

Our program uses appropriate resources for educating children about energy use, water saving and themes such as learning about endangered species and how we can reuse and recycle materials.

Key improvements sought for Quality Area 3

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.2	Our primary focus in 2019 is to increase children's oral language/vocabulary skills and number sense. We need to ensure that our physical environment and resources are adequate and complimentary with these improvement priorities.	Our physical environment/resources will support our focus on Literacy and Numeracy improvement: <i>to increase children's oral language skills and increase children's number sense.</i>	H	<p>Audit of current resources to support our key focus areas: oral language/vocabulary skills</p> <p>Resources (including picture books) will be organised and selected to enable us to explicitly teach and embed practices to enhance word knowledge and increase children's oral language/vocabulary skills.</p> <p>Resources (including natural and commercial) will be organised and readily available to enable us to explicitly teach and embed practices to support an understanding of number/trusting the count</p> <p>Play spaces including the home corner will be regularly changed up to support children's emersion in oral language, vocabulary learning and number sense. Children will be consulted and involved in making decisions about these areas and involved in the set up to develop ownership.</p>	Anecdotal data demonstrating growth in children's Literacy and Numeracy skills will be recorded and reported	<p>Term 1 2019</p> <p>Term 1 2019</p> <p>Terms 1 and 2 2019</p> <p>Terms 1-4 2019</p> <p>Term 2</p>	<p>Term 1 2019 Staff review Planning process in week 0 to include literacy and numeracy goals for the group and individual children.</p> <p>Staff reread literature of Trust the Count, Conversational Reading, SSCAN & CROWD processes.</p> <p>Resources audited/organised to support teaching focuses. Books selected to promote quality conversations and vocabulary ie.....</p> <p>Homecorner developed based on children's interest. Term 1- Shop Term 2- Post Office Term 3- Hospital</p> <p>Updated Literacy and Numeracy Plan</p> <p>Term 2 2019 ILP goals for every child (Literacy and Numeracy) Increase availability of loose parts outside. Observed what other sites had for Numeracy resources. Tumby Bay Kindergarten have extensive range. Term 3 2019 Children observed playing hospitals. Home corner space developed into a hospital.</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. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

Quality Area 4: Standards and elements

Standard 4.1		
Staffing arrangements enhance children's learning and development.		
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2		
Management, educators and staff are collaborative, respectful and ethical.		
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

National Law and National Regulations underpinning Quality Area 4

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 4 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1
Section 161	Offence to operate education and care service without nominated supervisor.	4.1.1
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	4.1.1
Section 162	Offence to operate education and care service unless responsible person is present	4.1.1
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	4.1.1
Section 164	Offence relating to assistance to family day care educators	4.1.1
Section 164A	Offence relating to the education and care of children by family day care service	4.1.1
Section 169	Offence relating to staffing arrangements	4.1.1
Section 269	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 117A	Placing a person in day-to-day charge	4.1.1
Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1
Regulation 118	Educational leader	4.1.1

National Law and National Regulations		Associated element
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1

National Law and National Regulations		Associated element
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 153	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 154	Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths

The nominated supervisors name is consistently displayed on the prescribed information sheet in the main entrance.

The current staff members have transitioned successfully from previous site with support from principal and the Department for Education staff.

The Director has become a school based teacher and the ECW has become a SSO. The teacher provides NIT to school staff and the SSO as support in classes to make up the .6 allocated hours of contracts.

All staff have up to date First Aid (HLTAID004), Criminal History Screening and RAN-EC training. Approved relief staff are employed when required, who are also familiar with the program, children and families.

Any new educators including relief staff and student teachers/volunteers are inducted in the sites WHS procedures and centre policies/procedures.

Regular training and professional development opportunities are accessed to support the sites Quality Improvement Plan priorities and professional needs/aspirations of individual staff members. Staff are involved in an Early Years PLC each term and a combined partnership staff meeting night involving all preschools/schools each term.

All staff are highly respectful and ethical and uphold the Department for Educations Code of Conduct and the Early Childhood Code of Ethics. The online Code of Ethics training was completed by all staff in 2016. Weekly school staff meetings are an opportunity for educators to share Early Childhood ethics, values, standards and expectations. Formal Performance Development meetings are conducted with staff twice a year (written feedback provided) and ongoing informal feedback is provided on a continuous basis.

Key improvements sought for Quality Area 4

Improvement plan

Standard/element	Issue identified during self-assessment	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	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	Establishment of an Early Years teaching team to build a common knowledge and share pedagogical practices that support continuity of learning.	M	<p>Early Years staff (Preschool-Year 2) will schedule a termly meeting and work collaboratively towards common goals.</p> <p>Early Years staff will explore the connections between EYLF and Foundation Outcomes.</p> <p>Source a range of professional development aligned to the preschool/schools improvement areas</p> <p>Peer observations to increase understanding of the curriculum, pedagogy and the needs of the children.</p>	<p>Staff will have positive working relationships and feel supported by others (school climate surveys).</p> <p>Early Years staff will have an increased understanding of EYLF and Australian Curriculum (F/1).</p> <p>Documentation of teamwork that builds on skills, knowledge and strengths of the team.</p> <p>Sharing of resources and expertise across the site</p> <p>Transition will be a smooth process and continuity of learning will be evident</p>	Terms 1-4 2019	<p>Term 4 2018 The Early Childhood Leader ran a session around the connection between the Preschool Literacy Indicators and the Australian Curriculum Foundation English Throughout term 3 and 4 2018 the preschool teacher delivered a number of information sessions on the EYLF document and operations of the preschool</p> <p>Term 1 2019 Transition visits between preschool and foundation class facilitated the observation and sharing of pedagogical practices. Preschool staff reflected on the need to have a specific focus for these visits ie shared book.</p> <p>Preschool children are informally presenting at school assemblies – preschool families are coming along</p> <p>Term 2 2019 New Foundation teacher in preschool. Meetings to recommence in term 3.</p> <p>Term 3 2019: As a result of staff collaboration the preschool children have been invited to join the term 3 end of year concert. Parent feedback from previous year indicated that this is really valued by families.</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

Standard 5.1	Respectful and equitable relationships are maintained with each child.	
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships.	
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

National Law and National Regulations underpinning Quality Area 5

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 5 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 166	Offence to use inappropriate discipline	5.1.1, 5.1.2, 5.2.2
Regulation 155	Interactions with children	5.1.1, 5.1.2, 5.2.2
Regulation 156	Relationships in groups	5.2.2

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths

Ongoing positive relationships with children and their families is of the highest importance to our operations of education and care. We focus on creating a friendly, welcoming and calm environment and a sense of belonging for all. From the time a family makes contact with our preschool, we begin establishing a close relationship with the individual child and their family. Children are quite often familiar with the preschool setting through attending the playgroup. More information is shared during the enrolment process and our individualised orientation visits help each child/family to feel a connection and a sense of belonging which is maintained throughout the year of preschool.

Staff work to build relationships with every child and this is very achievable given our low numbers. We utilise our programming to include families and a child's home life (including our excursions to each child's home in T 1& 2) to foster a sense of belonging. Staff are strongly reflective so we share our observations of children frequently including perceived strengths/needs and we respond to these. This is done by debriefing daily. Children feel confident and connected to the staff and as a result separation anxiety is kept to a minimum, participation is high, and verbal interactions are frequent.

The Preschool has a process in place to ensure all children are included. This includes children with special needs. In addition to our warranted staffing, an SSO1 is employed for speech support. We aim for respectful, reciprocal relationships with children to ensure they feel secure. We offer many opportunities for children to build confidence in their abilities including individual and small group work, high expectations, gentle encouragement, guidance, predictability, building on prior knowledge and providing a safe environment. As a result children are able to overcome any insecurity they may have ie: leaving a parent, entering a group, talking in front of others at group time (show and tell). All children have a picture of themselves on the wall, they are encouraged to display their work around the centre and Portfolios are always accessible to individual children and their families.

Our learning environment encourages collaboration. We have a strong focus on developing social skills across all play situations/routines including our eating and group times. Children are supported to collaborate with one another and value the learning gained during group experiences. Staff use these opportunities to explicitly teach/model social skills, emotions and build empathy for others.

Redirection, reading the play, entering the play and determining the needs of the children are all key strategies to maintain a positive play environment. Educators have consistently high expectations of children's behaviour. Educators are also consistent in how we manage this behaviour. Staff keep each other informed of any conflict, lack of respect or unfair behaviour and address it sensitively through individual or group discussion. Teaching about emotions, group role play, social stories and games are all included in the programme to support children in the successful resolution of conflicts.

We work hard to maintain confidentiality. Our current behaviour guidance policy does not seek to isolate or embarrass but is an understanding between child/educator. Children are guided to manage toileting in a way that maintains dignity/privacy but protects both child and staff member.

Key improvements sought for Quality Area 5

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.2	Self-regulation is an area that requires some support with our group in 2019.	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	H	<p>Involving all children in establishing the 'preschool expectations for staying safe and getting along'</p> <p>Implementing planned and spontaneous discussions about emotions, feelings and issues of inclusion and exclusion, fair and unfair behaviour, bias and prejudice.</p> <p>Modelling respectful behaviour and supportive language to enable children to vocalise their concerns.</p> <p>Planning and implementing strategies to support individual children's behaviour.</p> <p>Documented communication with families that shows their views, ideas and preferences when planning appropriate strategies to support children's positive inclusion in the program.</p> <p>Individual behaviour guidance plans developed as required for children, including evidence of consultation with their families and when appropriate, input and suggestions from other professionals and support agencies.</p>	<p>Anecdotal records of children engaging in cooperative, helping behaviour.</p> <p>Anecdotal records of children taking on identities in dramatic play, puppet shows, games and story books to support problem solving and social competencies.</p> <p>Anecdotal records of children using language verbal and nonverbal to express their feelings/challenge other children's behaviour when it is disrespectful or unfair.</p>	<p>Terms 1- 4 2019</p> <p>ILPs</p>	<p>Term 1 2019 Information was gathered from families about children's social skills and relationships.</p> <p>Expectations and routines established with the children</p> <p>Observation recorded for children who require assistance to join in and leave play or require help to communicate their needs.</p> <p>ILP goals developed for social skills.</p> <p>High levels of communication between staff and children to encourage resolving issues and positive interactions.</p> <p>Child with support hours for disability provided with necessary support.</p> <p>Specific programing around conflict resolution skill with staff modelling how to do this</p> <p>Term 2 2019 Continuation of the above strategies with progress being made in all areas.</p> <p>Parent interviews provided information and resources about children's development.</p>



							<p>Children provided with opportunity to discuss and practice strategies to join and play successfully. Follow up with stories, puppets, role play.</p> <p>Began working on empathy for others. Active listening. Effective group discussions modelled by staff. Turn taking and sharing.</p> <p>Pastoral Care worker coming into preschool to introduce emotions through puppetry Kimochis.</p> <p>Resilience, self-regulation/ executive functions incorporated into ILPs/ communication books to support parents.</p> <p>Term 3 2019 Reflecting on and refining current practices.</p>
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Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

Standard 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

National Law and National Regulations underpinning Quality Area 6

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 6 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 175	Offence relating to requirement to keep enrolment and other documents	6.1.3, 6.2.1
Regulation 157	Access for parents	6.1.1

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths

The preschool teacher/principal maintain a close relationship with playgroup coordinators and attends playgroup sessions weekly, this often being the first point of contact with families. New families are made to feel welcome and the knowledge they have of their children is highly valued. Children are encouraged to attend at least 4 orientation sessions before they commence at preschool enabling staff to develop a positive relationship with each child and their family. A personalised enrolment/interview occurs with each family during these orientation visits. Parents are provided with an enrolment package which includes information about the daily routines, policies and a feedback sheet about their child's interests and capabilities. Information about being involved on the school Governing Council is also provided.

Most children attend our centre via a bus therefore, we encourage parents to drop in for a visit whenever they can. Parents are placed on a 'Parent Help Roster' each term which gives them the opportunity to get to know staff, their child's friends and become familiar with and contribute to the learning environment. Informal discussions with parents about their child's development provides valuable feedback for staff, to further develop the relationship with each child's family. Families are encouraged to send in information from home, their jobs or special skills/interests to share. Each year, the School distributes the Client Opinion Survey as part of our Annual Reporting process. This enables all families to have a voice/provide feedback around all aspects of the preschool operation. We use this information to inform our Quality Improvement Plan priorities for the following year. Through our school Governing Council, parents are able to contribute to decision making on issues including budgeting, attendance, curriculum, maintenance, fundraising, and special events. Parents are informed of the process for making a complaint through our website and newsletter.

A newsletter is put out fortnightly which includes all relevant and current information about the centre. We use the newsletter to ask for feedback on the curriculum and current interests, learning and other home events. The newsletter is informative and supports parents understanding of learning through play as well as providing parenting tips and community updates and information about services. We provide a variety of useful ParentingSA information and other resources for parents to peruse or borrow if they wish. A Communication book is provided for each child to enhance the two way communication with each family. Parent Information displays are on the wall of the preschool centre.

We include a proforma in the enrolment package to collect information about each child's interests/capabilities prior to them commencing Preschool. This aids our understanding of the child's likes/dislikes, relationships, goals, skills and other important information about the child. Parents know their children best and we respect their involvement for planning for their child's needs. Parents are welcome and encouraged to talk to educators about their child's learning and wellbeing as they see fit. We use Portfolios to document learning across the term, and parents are asked to leave a comment on how they feel their child is going. Parent Interviews are also conducted in term 2.

Our centre maintains strong links with support agencies. A Community nurse visits Playgroup regularly and provides relevant information to families and staff. Police and Ambulance visit routinely for a yearly visit and we visit the dentist and they visit us. Information is provided for families.

Being co-located on the school grounds, transition is a natural process as children are already very familiar with school buildings, staff and routines. We have access to their library, gym, playground, use of photocopier and join in activities and special events whenever possible. The Transition Policy is reviewed each year with input from the principal and R/1 teachers, to provide regular visits to classrooms throughout the year. The policy and program is sent home to each family in term 1.



When required, our centre, staff and families are well supported with regular visits by disability coordinator, speech pathologist and occupational therapist. The CAFHS nurse attends the preschool for 4 year old checks (term 1 and 4) and other services as required.

Our centre is also strongly supported by local business people, our neighbours and members of our small community. We have volunteers who tend to our garden, help with fundraising and maintain equipment as required. Our local bus drivers and cleaner/gardener all demonstrate a keen interest in our centre and the welfare of our children. Community members with special talents and experiences are invited to visit our centre to enhance our program. Criminal History Screens are requested and sighted (copy maintained at site) for volunteers who are not parents.

Key improvements sought for Quality Area 6

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.2.3.	The service builds relationships and engages with its community. We strive to continuously improve our already well-established community connections. With the closure of the Coffin Bay playgroup we felt it necessary to offer a playgroup service at our preschool.	<p>Broaden children's understanding of the world in which they live.</p> <p>Our environment will reflect the lives of the children and their families and the cultural diversity of the broader community.</p> <p>Playgroup will be established in Preschool to provide opportunities for families to meet regularly to support young children's growth and development.</p>	M	<p>Community members invited in to contribute to program and development of partnerships with local elders.</p> <p>Images, books and resources will provide a balanced view of contemporary Australians.</p> <p>Knowledge about Aboriginal and Torres Strait Islanders' perspectives, identity, histories, cultures and places of significance in our local community.</p> <p>Playgroup coordinator will be employed to maintain sessions each Friday morning.</p>	<p>Increased sense of belonging and identity evidenced through learning stories and anecdotal documentation.</p> <p>Increased understanding of the roles of community members as evidenced through learning stories and anecdotal documentation, learning displays</p> <p>Strong sense of cultural identity/increased cultural competence as evidenced through learning stories, anecdotal documentation, learning displays and educator reflections</p> <p>Healthy numbers attending the weekly playgroup session on Friday mornings</p>	Terms 1-4 2019	<p>Term 1 2019:</p> <p>Busy bee in term 1 saw parents support the improvement of the outdoor play area.</p> <p>Excursions in term 1 and 2 visiting children's homes and connecting with parents. Went to local Post Office.</p> <p>School assemblies held on days when preschool is open. Preschool attending and performing.</p> <p>Library visit.</p> <p>Cross country running with the school.</p> <p>Transition visits</p> <p>Playgroup on Fridays continuing to be successful. Regular communication between preschool and families.</p> <p>Term 2 2019 Went to Wangary Oval and Farm beach War Memorial.</p> <p>Tree planting with Kerry Macgowen.</p> <p>Visits from pastoral care worker.</p> <p>Preschool involved in the Community Star Watch activity.</p> <p>Reconciliation Week focus whole site read stories, learnt body parts</p>



								<p>and animals in Wirangu. Prepared and ate traditional food.</p> <p>Transition visits</p> <p>Term 3 2019</p> <p>Celebrated NAIDOC week, local artist invited and visited school showing and explaining her work.</p> <p>Transition visits</p>
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Quality Area 7: Governance and Leadership

This quality area of the *National Quality Standard* focuses on effective leadership and governance of the service to establish and maintain quality environments for children’s learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service’s continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service’s statement of philosophy.

Quality Area 7: Standards and elements

Standard 7.1		
Governance supports the operation of a quality service.		
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service’s operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
Standard 7.2		
Effective leadership build and promotes a positive organisational culture and professional learning community.		
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development.

National Law and National Regulations underpinning Quality Area 7

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 7 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3
Section 56	Notice of addition of nominated supervisor	7.1.2
Section 56A	Notice of change of a nominated supervisor's name or contact details	7.1.2
Section 161	Offence to operate education and care service without nominated supervisor	7.1.2
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	7.1.2
Section 162	Offence to operate education and care service unless responsible person is present	7.1.2
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	7.1.2
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	7.1.2, 7.1.3
Section 164	Offence relating to assistance to family day care educators	7.1.2
Section 164A	Offence relating to the education and care of children by family day care service	7.1.2, 7.1.3
Section 165	Offence to inadequately supervise children	7.1.2
Section 166	Offence to use inappropriate discipline	7.1.2

National Law and National Regulations		Associated element
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1
National Law and National Regulations		Associated element

Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children's attendance record to be kept by approved provider	7.1.2
Regulation 159	Children's attendance record to be kept by family day care educator	7.1.2
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2
National Law and National Regulations		Associated element

Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2
National Law and National Regulations		Associated element

Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – staff members	7.1.2
Regulation 358 Victoria	Working with children check to be read	7.1.2
Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2

Quality Improvement Plan for Quality Area 7

Summary of Strengths

Strengths

The Induction of educators is conducted and documented by the Principal. The Principal ensures that WHS procedures and centre policies/procedures are covered in the Induction process and that regular volunteers are RAN-EC trained and have a Criminal History Clearance if they are not a current parent of the centre. Relief Staff that are employed have a current authority to work letter which specifies they have met the necessary requirements to work in a preschool program. We aim to use the same TRT's where possible to maximise continuity for children and families.

Preschool staff have qualifications required by the Department For Education and NQS which includes appropriate First Aid (HLTAID004), Criminal History Clearances, RAN-EC training, Code of Ethics Training and the teacher is trained in the Keeping Safe Child Protection Curriculum. Records of these qualifications are kept electronically on the HR system as well as a hard copy. Staff readily reflect on their theories, training and development and daily practice to continuously improve.

Our Statement of Philosophy is reviewed annually by children, staff and families, updated and presented to Governing Council. We keep it succinct and parent friendly so that it is meaningful, relevant and a true reflection of our collective values and beliefs. It is on display in our centre.

All staff are expected to complete an individual Performance Development Plan which is formally reviewed in 2 meetings during the year and staff are given written feedback. Staff are encouraged to share their strengths and areas for improvement and determine ways the Principal can help develop new skills.

Staff, parents and the Governing Council are involved in our Quality Improvement planning processes including the ongoing review of centre policies. We use the annual Departmental Parent Opinion Data, Attendance Data, Children's Learning Data, Annual Reports and NQS tools to guide our ongoing self-assessment and development of new priorities. Our 2019 QIP was shared at a Governing Council meeting and all parents have had access to a simplified version/ snapshot of our QIP, inviting feedback.

Archives are stored in an outdoor weather proof/lockable shed. All information and records of individual children are securely stored in the office in a lockable filing cabinet. Our computers are password protected enabling the security of electronic documentation. There are effective administrative systems in place including use of electronic portals – EYS (enrolments), HRS, VSP (staffing), STAR for WHS tasks, FAMIS (Facilities), IRMS (Incident Management), FABSNET(for Budgets). We maintain a register of Governing Council Members and their positions, minutes of Governing Council Meetings are kept (electronic and paper), finance reports, budgets etc. Confidential records are stored in a locked filing cabinet.

The Principal is aware of the process for managing critical incidents (ie lodging an IRMS report) and is supported well by the Education Director and the Early Years Leader. The Principal is aware of need to inform the Regulatory Authority of any relevant changes to the operation of the service and serious incidents/ complaints.

Parents and educators are aware and have access to the grievance procedure. It is available in our Enrolment Pack and on our Website. The complaints brochure is distributed to each family.

Key improvements sought for Quality Area 7

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development. With the arrival of a new principal the performance development processes were reviewed in line with the Departmental policies and collaborative input of staff.	Effective performance and development processes including feedback, training and support to promote continuous improvement.	M	Principal to establish dates for observations and discussions. Formal PDP plans are developed term 1 and reviewed at 6 monthly intervals. Preschool teachers to observe practices in other sites. Attend PLCs Observe in the foundation class.	Increased capacity of educators as evidenced through performance and development processes. Increased outcomes for children relating to social/emotional/emergent literacy and numeracy. Staff opinion survey demonstrate positive morale.	Terms 1-4 2019	Terms 1 2019 PDP established and reviewed in first term. Principal held discussions with all staff members on their focuses and provided with feedback. Informal observations and needs based discussions occurred in terms 1 and 2. Feedback on a lesson. Principal noted high level of collaboration in preschool, excellent team work and understanding of children's background information and needs. Attended Port Lincoln Preschool PLC Term 2 Attended Port Lincoln Preschool Term 3 2019 6 month review of PDP.

2019 Literacy and Numeracy Plan for Lake Wangary Preschool

Plan summary

Literacy and/or Numeracy GOALS	Success Criteria	Challenge of Practice
<p>Goal 1: To increase children's oral language (Vocabulary) skills</p> <p>NQS Standard/element 1.3.1/1.2.1</p>	<p>2019:</p> <ul style="list-style-type: none">-Confidence and engagement in conversational reading groups-Using Tier 2 words in their play and conversations-Children asking for clarification on word meanings-Speaking in extended/more complex sentences with more descriptive words	<p>If we explicitly teach and embed practices to enhance word knowledge then we will increase children's vocabulary skills</p>
<p>Goal 2: To increase children's number sense</p> <p>NQS Standard/element 1.3.1/1.2.1</p>	<p>2019:</p> <ul style="list-style-type: none">-Children begin to notice as an attribute-Children recognise numerals and count objects using 1:1 correspondence to 5 and up to 10 with increasing accuracy-Children associate numerals 1-5+ to collections-Children rote count in sequence-Children subitise collections (ie arrangements on a dice)	<p>If we develop knowledge to support children to build on early number ideas and concepts developmentally we will increase children's number sense</p>
<p>Goal 3:</p>	<p>2019:</p>	

Step 1 Analyse and Prioritise

Analyse information available information and answer the question “What are the goals for improvement?” Specify 3 goals and annual success criteria for children’s learning improvement.

Literacy and/or Numeracy GOALS	Success Criteria
<p>Goal 1: To increase children’s oral language (Vocabulary) skills</p> <p>NQS Standard/element 1.3.1/1.2.1</p>	<ul style="list-style-type: none">-Confidence and engagement in conversational reading groups-Using Tier 2 words in their play and conversations-Children asking for clarification on word meanings-Speaking in extended/more complex sentences with more descriptive words
<p>Goal 2: To increase children’s number sense</p> <p>NQS Standard/element 1.3.1/1.2.1</p>	<ul style="list-style-type: none">-Children begin to notice as an attribute-Children recognise numerals and count objects using 1:1 correspondence to 5 and up to 10 with increasing accuracy-Children associate numerals 1-5+ to collections-Children rote count in sequence-Children subitise collections (ie arrangements on a dice)
<p>Goal 3:</p>	

Step 2 Determine the challenge of practice

Consider how improvement in teaching practice will help to achieve your improvement goals and answer the question "What areas of practice should we focus on improving to reach our goals?"

The challenge of practice is a statement produced by preschool educators, informed by their professional judgement and best practice evidence, about how improvements in teaching can improve children's learning in the specific goal areas. Critically reflect on strengths and weaknesses of your current practices in the goal areas, to determine challenges of practice:

1. What are the strengths of our current practice? How do we know?
2. In what areas of practice can we improve? How do we know?
3. What area of practice should we focus on improving to achieve our goal?

Challenge of practice	
Goal 1:	If we explicitly teach and embed practices to enhance word knowledge then we will increase children's vocabulary skills
Goal 2:	If we develop knowledge to support children to build on early number ideas and concepts developmentally we will increase children's number sense
Goal 3:	

Step 3 Plan actions for improvement

Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?' Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

Goal 1: NQS Standard/element 1.3.1/1.2.1	To increase children's oral language (Vocabulary) skills.		
Challenge of practice:	If we explicitly teach and embed practices to enhance word knowledge then we will increase children's vocabulary skills.		
ACTIONS	TIMELINE	ROLES AND RESPONSIBILITIES	RESOURCES
<p>Refresh on oral language / conversational reading / vocab 'Best Advice' papers / research</p> <p>Staff implement conversational reading practices: Strive for 5; OWL, CROWD as appropriate (working on one at a time and consolidating) and introducing tier 2 words in the context of storybook reading</p> <p>Document developmental progressions relating to oral language / vocab</p> <p>Deliberately choose rich, interest based text for conversational reading</p> <p>Select relevant tier 2 words that can be reinforced in the play spaces</p> <p>Change up environment 5 week cycle in line with books</p> <p>Observations/formative assessment to determine ILP goals related to vocab / oral language</p> <p>Intentionally plan play based opportunities to enhance oral language / vocab</p> <p>Attend Port Lincoln Preschools PLC's (termly). These are focused on Oral Language.</p>	<p>Term 1 2019</p> <p>Term 1-4 2019</p>	<p>Teacher/SSO/Principal</p>	<p>Best advice papers EYLF Literacy Indicators Children's picture books that support quality conversations ABC and Beyond Resource Speech Pathologists Early Childhood Leader</p>

SUCCESS CRITERIA	<ul style="list-style-type: none">-Confidence and engagement on conversational reading groups-Using Tier 2 words in their play and conversations-Children asking for clarification on word meanings-Speaking in extended/more complex sentences with more descriptive words
PROGRESS NOTES	<p>Term 1 2019 Attended Port Lincoln Early Years PLC 'Moving Forward 2019 Literacy Improvement. Read Best Advice Papers on Oral Language and Vocabulary. Implementation of Conversational Reading and intentional teaching of vocabulary. ILP goals around oral language for every child.</p> <p>Term 2 2019 Attend Port Lincoln Early Years PLC - refining practices/collecting evidence of impact. Implementation of Conversational Reading and intentional teaching of vocabulary. Collect data around children's use of Tier 2 words. More intentional around the teaching of tier 2 words (define, do, revise). ILP goals around oral language for every child.</p> <p>Term 3 2019 Attend Port Lincoln Early Years PLC/sharing good practice/Aligning this to the NQS Exceeding Theme: Practice is embedded. Implementation of Conversational Reading and intentional teaching of vocabulary. Sharing time to report back on favourite stories and show and tell. ILP goals around oral language for every child.</p>

Goal 2: NQS Standard/element 1.3.1/1.2.1	To increase children's number sense.		
Challenge of practice:	If we develop knowledge to support children to build on early number ideas and concepts developmentally we will increase children's number sense.		
ACTIONS	TIMELINE	ROLES AND RESPONSIBILITIES	RESOURCES
<p>Educators to engage in department's 'Best Advice' papers (numeracy) 'We are all powerful mathematicians' / 'Trusting the Count' (relevant to Early Years) / access workshops around this (Di Siemon Videos). Mark Traynor (M Squared Maths Matters) supporting staff with the Big Ideas of Number.</p> <p>Discuss / clarify / document developmental progressions relating to number concepts</p> <p>Observations / formative assessment to determine ILP goals related to number sense</p> <p>Intentionally plan play based opportunities to enhance number sense / asses / report (ongoing cycle of planning)</p> <p>Attend Lisa-Jane Numeracy Training Day</p>	<p>Term 1 and 3 2019</p> <p>Terms 1-4 2019</p> <p>Terms 1-4 2019</p> <p>Terms 1-4 2019</p> <p>Term 1 2019</p>	<p>Principal: to go through with staff 'The Big Ideas of Number'.</p> <p>Use Mark Traynor to support staff terms 2 and 3 (possibly 4)</p> <p>Teacher and SSO</p>	<p>EYLF</p> <p>Numeracy Indicators</p> <p>The Big Ideas of Numbers- Trusting the Count Readings and associated resources</p> <p>Mixture of natural and commercial counting equipment</p> <p>Number charts</p>
SUCCESS CRITERIA –	<ul style="list-style-type: none"> -Children begin to notice quantity as an attribute. -Children recognise numerals and count objects using 1:1 correspondence to 5 and up to 10 and beyond with increasing accuracy -Children associate numerals ie 1-5+ to collections and beyond -Children rote count in sequence -Children subitise collections (ie arrangements on a dice) 		

PROGRESS NOTES –

Term 1 2019

ILP Numeracy goals for every child.

Revisited and read best practice papers on 'Trusting the Count'

Visited sites looking at Numeracy practices of other sites.

Audited and rearranged Numeracy resources for ease of accessibility.

Term 2 2019

Staff attended the Lisa-Jane O'Connor Numeracy Training which provided a sequence for explicitly teaching number sense in a preschool setting (play based).

Visited sites looking at Numeracy practices of other sites.

Term 3 2019

Mark Traynor worked with staff on 'The Big Ideas of Number' (Trusting the Count) in week 3 of term 3.

Plan approval

Approved by Director:

Name: Wade Branford

Date: 15/2/2019

Approved by governing council chairperson:

Name: Therase Hutchens

Date: 15/2/2019

Approved by Education Director:

Name: Rowena Fox

Date: February 2019