



Australian Children's
Education & Care
Quality Authority

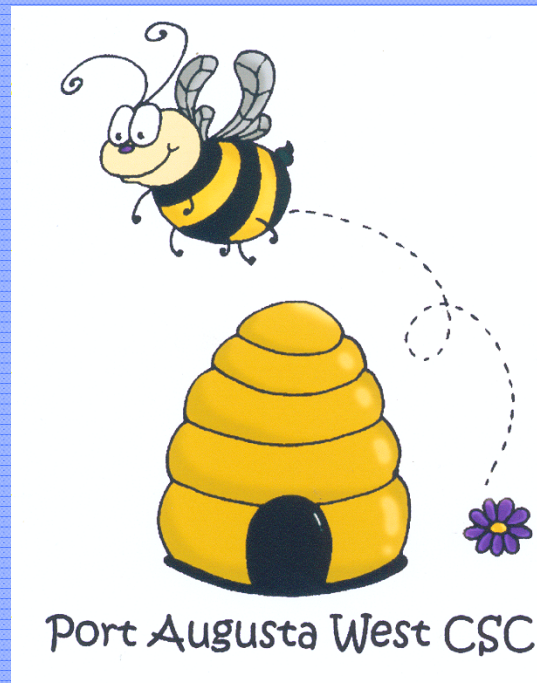
Appendix 2: Quality Improvement Plan template

OCTOBER 2011

PORT AUGUSTA WEST CHILDHOOD SERVICES CENTRE

QUALITY IMPROVEMENT PLAN

2013



Service details

Service name	Service approval number
PORT AUGUSTA WEST CHILDHOOD SERVICES CENTRE	SE-00010802
Primary contact at service	
Lea Pratt	
Physical location of service	Physical location contact details
Street: 1a Stokes Terrace Suburb: Port Augusta West State/territory: SA Postcode: 5700	Telephone: (08) 8642 4125 Fax: (08) 8642 6218 Email: dl.6651_leaders@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Trish Strachan C/O: Department for Education and Child Development	Name: Lea Pratt Telephone: (08) 8642 4125 Mobile: 0421 289 750 Fax: (08) 8642 6218 Email: lea.pratt494@schools.sa.edu.au
Postal address (if different to physical location of service)	
Street: PO Box 3107 Suburb: Port Augusta West State/territory: South Australia Postcode: 5700	

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	SESSION 1	SESSION 1	SESSION 1	SESSION 1	SESSION 1		
	08:30	08:30	08:30	08:30	08:30		
	SESSION 2	SESSION 2	SESSION 2	SESSION 2			
	12:00	12:00	12:00	12:00			
Closing time	SESSION 1	SESSION 1	SESSION 1	SESSION 1	SESSION 1		
	11:30	11:30	11:30	11:30	11:30		
	SESSION 2	SESSION 2	SESSION 2	SESSION 2			
	15:00	15:00	15:00	15:00			

Additional information about your service

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

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

The centre operates on the same term times as all public schools. Children do not attend Preschool on Friday afternoons, but a Playgroup is currently run from 1pm-3pm each Friday, other than the last Friday of each term.

Port Augusta West Childhood Services Centre has 2 areas for car parking, plus extra on-road car parking available.

How are the children grouped at your service?

Children range from 3yrs old to 5yrs old. All 4 year old children are eligible to attend 15 hours of Preschool per week and this is offered in 3 hour sessions. Currently the centre is able to offer flexibility to offer a variety of session combinations, which include the following:

2 full days + 1 morning or afternoon session

1 full day + 3 morning or afternoon sessions or

5 morning sessions. (This has been adapted to allow for the 'Same First Day' Policy adjustments in 2013).

Aboriginal and Torres Strait Islander 3 year olds attend 4 sessions per week until they turn 4 years of age.

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

Nominated Supervisor, Lea Pratt

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

PORT AUGUSTA WEST CHILDHOOD SERVICES CENTRE PHILOSOPHY STATEMENT

At Port Augusta West CSC, staff believe that children develop skills, confidence and social interactions through a play-based curriculum. Staff believe that all children have the right to build relationships in a safe environment, where respect for individual needs is strongly valued.

The following foundations are the basis of our centre's values:

-  Confidence
-  Persistence
-  Resilience
-  Organisation
-  Getting-Along

Children have the right to negotiate their experiences to suit their individual learning styles. Children learn at different paces through trial and error, observation and sharing.

Port Augusta West CSC provides a wide variety of activities so children can make choices and learn in a developmentally appropriate way.

Mutual respect between all children and adults within the centre is evident through activities which promote turn-taking, social justice and empathy towards others.

Staff greet all children by name upon their arrival and this is reciprocated by the children.

Staff model respect and manners in all aspects of their interactions with peers, children and their families within the centre.

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 Improvement Plan for QA1

Summary of strengths for QA1

Strengths

- The Early Years Learning Framework: Belonging, Being and Becoming is strongly reflected in our program
- Flexibility in curriculum delivery to support individual children's learning abilities and high levels of participation
- Reflective practice learning program builds on the prior knowledge and cultural backgrounds of all children acknowledging cultural diversity and inclusivity
- Consideration of children's interests evident and reflected in planning and programming
- Routines allow for extended, rich uninterrupted play-based learning. Not set up only to meet adult needs.
- Individual projects based on child's initiated interests support and extend children's sense of agency
- Learning Stories and Folders accessible to all children and families
- 'Statement of Learning' written in the child's final term of preschool
- Regular Newsletters distributed to all families
- Communication Book
- Children's Sign-in Book
- Effective support for children with additional needs, both identified and foreseeable

Key improvements sought for QA1

Standard/element 1.2.1

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

Identified issue

How do we ensure all learners' needs are being met? Do we catch the middle achievers as effectively as we monitor the very high and low achievers?

Could we use the RRR document to support our work?

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.2.1	All learners' needs are being effectively met, assessed and recorded in a way which supports ongoing learning. More effective use of the RRR document in assessing our learning program and practise.	H	<ul style="list-style-type: none"> Carefully monitor and consider how our observation and recording methods are reflecting the children's learning. Change the way we use our time to better capture all children's learning progress. Incorporate the RRR document. 	<p>All children's learning will be observed and documented more effectively.</p> <p>Evidence of the RRR document will be evident in our planning and programming.</p>	Ongoing	

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 Improvement Plan for Q2

Summary of strengths for QA2

Strengths

- Regular physical activity included in the program
- Health Care Plans documented and followed for children with additional health needs
- Applied First Aid training by all staff
- Disabled facilities
- Teeth brushing program in place
- Healthy Eating Policy in place
- Helmets provided for bike riding
- Resting/Relaxation time provided daily
- Quiet reading corner
- Flexibility within daily routines
- Shared fruit time
- Hand washing procedures taught to children
- Gloves worn during First Aid application
- Strong communication with families
- Parent information readily available
- Head Lice checks
- Staff ratios for child safety both inside and outside
- Children always supervised by adults
- Locked front door
- Safety rules
- Fire Drills in weeks 3 & 7 every term
- Road safety awareness
- Child Protection Curriculum

- Responding to Abuse and Neglect
- IRMS

Key improvements sought for QA2

**Standard/element
2.3.1**

Children are adequately supervised at all times.

Identified issue

Several areas of the outdoor area are difficult to observe at all times and less assertive children may be at risk in these areas.

**Standard/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.

Identified issue

When a child is injured or sick, not all staff diligently wear gloves to prevent risking cross-infection. This is usually due to the fact that the child is distressed and needs/wants immediate care and attention.

Improvement Plan

Standard/ element	What outcome or goal do we seek?	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.3.1	All children remain safe at all times. Personal safety is understood and practised by all children, and children are equipped with skills to manage their own behaviour. Priority = H	<ul style="list-style-type: none"> Regularly program the teaching of protective strategies into the learning program. Follow up the children's understanding of the concepts taught. Carefully monitor all outdoor areas. Consider ways of re-modelling the outdoor areas which are hard to supervise. 	<ul style="list-style-type: none"> Children learn about and can indicate their awareness of personal safety. All staff understand the importance of supervising all outdoor areas vigilantly at all times. Outdoor area is safer in design. 	Ongoing	
2.1.4	All staff to wear gloves when assisting any child who is bleeding, vomiting or needing toileting assistance. Priority = H	<ul style="list-style-type: none"> Ensure gloves are made available in sizes that will fit all staff members. Keep gloves stocked up so they don't run out. Keep a box of gloves in the children's toilets disabled bathroom and First Aid area for quick easy access. Reminder notice in bathrooms and First Aid area regarding the wearing of gloves. 	<ul style="list-style-type: none"> All staff following procedures correctly. Staff and children are at less risk of infectious diseases being spread. 	Ongoing	All staff are complying with hygiene requirements when needed. Signs still to be displayed.

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 Improvement Plan for QA 3

Summary of strengths for QA3

Strengths

- Maintenance of equipment
- Soft-fall under all playground areas
- Play equipment meets Australian Standards
- Ongoing risk assessments
- Toys cleaned on a weekly basis
- Paid cleaner attends daily
- Parent helpers clean equipment every day
- Maintenance requests submitted in line with departmental procedures
- Garden maintained
- Kitchen access can be restricted if needed, locked doors
- Disabled facilities
- Double doors
- Walkways kept clear
- Large windows for visibility and supervision
- 2 playground areas
- Sandpit
- Garden beds
- Swings
- Undercover areas, large verandah
- Storeroom organised and sorted into different areas
- All children participate in the centre's recycling awareness program

Key improvements sought for QA3

Standard/element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.	
	Identified issue	Swing area is aging and unshaded. Car park surface is very uneven due to flooding and high levels of use. Back verandah area is difficult to supervise.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.2	To upgrade and expand the whole swing area, making it safer and more appealing. A shade structure will be added when the funding becomes available.	M	<ul style="list-style-type: none"> Funding has been set aside to upgrade the area and Governing Council and families are fundraising for the shade structure cost. Swing sets are to be researched and priced. DPTI will measure and manage quotes for work to be done. 	Swing area will be safer and more appealing to play in. The area will be fully shaded adding extra protection from the sun in hot weather.	January 2014	
	An upgrade of the drive way and car park area to make access safer and smoother for all vehicle types.	H	<ul style="list-style-type: none"> DPTI has organised for quotes on grading the dirt areas and re-bituminising the holes in the drive way section. Contractors to be booked as soon as possible. 	Drive way and dirt parking areas will be much smoother and safer for vehicles to access. Flooding will be significantly reduced due to a more even surface making it safer and more manageable for families.	January 2014	
	To make the back verandah area more visible for thorough supervision, or less accessible to children so access is prevented.	M	<ul style="list-style-type: none"> Discuss options with staff and DPTI for upgrading this area. 	Verandah area will become more useful for the children, or not accessible at all for safety reasons.	January 2014	

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 Improvement Plan for QA4

Summary of strengths for QA4

Strengths

- Staff student ratio 1:11
- The centre employs additional staff through site funding, to provide better quality care/teaching and supervision
- There is always at least 1 staff member in both the outdoor and indoor environments to supervise children, usually 2 in each area though
- All contracted ECW's are either qualified or enrolled in Certificate III in Children's Services
- At all times, there is at least 1 (but in most cases, 2) qualified Early Childhood Teacher present
- All staff are respectful of themselves, their peers and the children and are guided by professional standards
- All staff understand and follow confidentiality guidelines
- Staff create a safe and confidential forum
- All staff feel supported by each other and communicate appropriately with peers, family members and children
- All staff are continuously learning from each other and are seen as equal partners in educating and supporting one another
- All staff respect and consider each other as skilled educators and colleagues, mutual respect is clearly evident

Key improvements sought for QA4

Standard/element 4.1	Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing.	
	Identified issue	Although staffing ratios are always adhered to, this is purely because the centre self-funds the additional ECW hours to be able to keep this constant. The centre does not receive any ECW allocation for staffing. The only funded hours are through Support Services and are limited to support for children with additional needs.

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
4.1	All sessions need to be more even in numbers of enrolments to be able to get the most out of the warranted staffing.	H	<ul style="list-style-type: none"> Set up a system where children attend one of two options eg. M,T & W am or W pm, Th & F Become less flexible for families in regards to session times available. 	All sessions will be more even in numbers and the warranted staffing will cover ratios without having to site fund more ECW staffing.	Adjustments are continuing due to the ‘Same First Day’ Policy implementation during 2013.	



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.

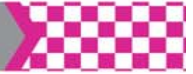


Quality Improvement Plan for QA5

Summary of strengths for QA5

Strengths

- All children are warmly welcomed into the centre upon arrival
- Any child who is having attachment issues, is appropriately supported by a staff member
- All staff take part in activities, group times, mat times with the children
- Children are given special jobs to help staff with if extra help is needed with settling in
- Children are taught to self-regulate their behaviour, but with support from staff when appropriate
- Children are given the opportunity to voice their ideas and opinions
- All children are listened to and have an equal voice
- Children have a good lunch time routine including sitting at designated places, clearing their lunch and cleaning their mat, brushing teeth, followed by quiet reading time
- Children are included in discussions about what activities will be made available
- A common language is used in relation to philosophies and engagement of children and this is shared with families
- Staff engage positively with all children and join in role-play and other games, particularly when invited by the children
- All children with additional needs are catered for with support from ECW's and programs are modified to ensure they can be actively involved in all aspects of the program at a level appropriate to their needs.
- Spontaneous activities are undertaken to correspond with individual interests of the children
- Flexible delivery of the program allows children to guide their learning and experiences in a positive environment
- Regular communication with families allows staff to share positive news about their child, and staff ensure that children recognise their successes and achievements and celebrate accordingly



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Key improvements sought for QA5



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 Improvement Plan for QA6

Summary of strengths for QA6

Strengths

- All families/parents are offered parent/teacher interviews at their request
- Parents are guided towards their child's learning/focus folder to check progress of their child's development and are invited to give feedback
- A suggestion box is provided for families to offer suggestions, in a non-threatening and anonymous way if required
- All new families are invited to a Parent Information session in the term before their child begins full-time preschool. This allows families the opportunity to gain valuable information and ask any questions they have
- All enrolling families are posted out an enrolment pack including enrolment form, permissions sheet, centre policies, information about session times and fees, information regarding 'Healthy Eating', information about centre philosophies and play-based learning, information on school transition etc.
- Parents are invited to take part in the preschool program and offer their expertise to the children in various areas of strength
- All families are invited to join the centre's Governing Council committee and are given notice about all meetings. Minutes to all Governing Council meetings are made available for any families to read
- A Parent Library is available in the foyer, providing information for families about a wide range of parenting and family issues. The library also includes free pamphlets, books and DVDs for loan, and subscriptions to Parenting magazines that can also be borrowed
- Parents are advised by centre staff (usually Director), if the staff have concerns about a child's wellbeing, or if development and community agencies can be recommended in a sensitive way to provide support for the child and family. Eg. CAMHS, Paediatricians etc.
- Parents are strongly encouraged and supported to share information with staff in relation to family situations which may affect their child at preschool. All information is shared confidentially and on a need to know basis, and with the utmost sensitivity
- The centre staff (particularly Director) engages in conversations with other agencies such as Community Health in relation to needs and development of individual children
- The centre staff are involved in community events and promotes community involvement with children and families. For our centre, this includes excursions to the local Primary school, Reconciliation events in the town, Education and Health Fairs in the town, excursions to



theatres in neighbouring towns

Key improvements sought for QA6

Standard/element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.	
	Identified issue	There seems to be some lack of continuity of pedagogy and learning when children transition into school. Sharing of information needs to be more formalised between the preschool and local schools to ensure a more seamless transition that will suit the needs of all children and families.

Improvement plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.3.2	<ul style="list-style-type: none"> • Smoother transitions between preschool and schools. • For school staff to gain a greater understanding of the preschool philosophies and play-based curriculum that can enhance child development. • For preschool staff to gain a greater understanding of the environment and curriculum these children enter when beginning Reception at school. • For families to feel more comfortable about the transition process and their involvement in the school system. 	H	<ul style="list-style-type: none"> • Set up meetings at a regular time each term for preschool staff to meet with Reception teachers and leadership at the schools to exchange information about individual child needs, and go through Summative Reports and other assessments. • JP teachers to visit the preschool regularly each term to visit the transition children and spend time in the preschool setting to develop their understanding of the preschool curriculum. • Preschool teachers to visit the schools regularly each term to visit the classes and maintain ongoing relationships and connections with past students and families of the preschool, and learn more about the Australian Curriculum that preschool children will be engaged with at school. • Have preschool staff involved in information meetings with the school when necessary so familiarity and relationships are continued. 	<ul style="list-style-type: none"> • Greater relationships will be formed between preschool and school staff, therefore more information will be shared. • Outcomes for children's learning will be improved as they will be more familiar with the school staff and see greater connections. • School staff will have a greater understanding of the children's development through the summative reports and conversations with staff, children and parents allowing a curriculum delivery in the classroom which is conducive to learning and transitions. • Family members will build relationships with the school and feel supported by both the preschool and school staff. • Fewer children will become upset and struggle with attachment issues when partaking in transition visits and the beginning of formalised schooling. 	Ongoing	<p>Increased level of discussion with school staff regarding individual children's learning and wellbeing needs. Anxious children were well supported.</p> <p>Consistent requests for regular information and updates from feeder schools has worked positively.</p> <p>Families have been supported in accessing information and directions from schools.</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 Improvement Plan for QA7

Summary of Strengths

Strengths

- AGM is advertised publicly and annually to report to the community and elect office bearers
- Governing Council meetings are held twice per term and all families are actively encouraged to be involved
- All meeting minutes are documented and made available to staff and families at all times
- All relief staff, work experience students and teaching practicum students are inducted into the centre upon arrival of their first day. This includes policies, WHS and daily routines, and is performed by the centre's OHS&W (WHS from May 2013) officer.
- All staff are included in all decision making and staff meetings. Ideas are exchanged and everyone has equal input into the curriculum development and routines
- Support staff are employed on a term-by-term basis, but continuity is an important aspect of negotiating hours of employment
- Support staff are kept as consistent as possible when working with children with additional needs, and school transitions for these children are supported by our support staff attending school visits with these children when necessary
- Timetables and rosters are developed with all staff to ensure everyone is aware of their daily duties and responsibilities within the centre and routines are kept consistent for the benefit of all children
- Staff meetings are held once a week (fortnightly maximum) and attempt to involve all staff in professional discussions reflecting on curriculum delivery, child development and routines
- Teaching staff are responsible for planning and programming the curriculum and learning experiences at the centre, but support staff in are included in the decision making and delivery
- The EYS is used as the key administration tool for all enrolments, parent and health information, session bookings and attendance records
- All current student records are held in student files in the Director's office and past records are archived according to legislation

Key improvements sought for QA7

Standard/element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.	
	Identified issue	The staff handbook is being used frequently, however it is still lacking in comprehensive quality information relevant to our centre.
Standard/element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.	
	Identified issue	Several of the current staff only attend work 1 day per week, and the quality of relationships with the children and other team members could be improved further by having regular staff members present for at least 2 days per week. Staff have also indicated how much they would like more time as a team to reflect on the positive achievements of children and staff, not be limited to just putting plans in place to support children requiring behavioural/social support.

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	The further development of a staff and volunteer handbook to be distributed to all staff and volunteers working at the centre.	M	<ul style="list-style-type: none"> • Discussion needs to be had as a whole staff about the documents needed to go in handbook. • Each staff member to take on a designated area of the handbook and collect and photocopy information for that part, for inclusion in the handbooks • Staff members to be made responsible for putting together the books. This could be done on a Friday afternoon during playgroup. 	<ul style="list-style-type: none"> • Staff will feel more confident knowing they have information on hand at all times. • Staff feel successful in the knowledge that they contributed to the development of the handbook. • All new staff and volunteers will have immediate access to important centre-related information and documents. 	Ongoing, still requires further quality information to be added in 2013.	<p>The staff and volunteer handbook is coming together well and has been used by all new staff inducted in late 2012 and early 2013.</p> <p>It is hoped more information will be added regularly.</p>
7.1.3	To have consistent and regular staff attending each week.	M	<ul style="list-style-type: none"> • Consult with staff regarding the possibility of increasing their hours of work at this centre, and increase these hours where possible. • Make it known this is a goal for future staff employed at the centre. 	<ul style="list-style-type: none"> • Staff working at the centre will be present for a minimum of 2 days each week. • Staff and children will have a high level of familiarity with one another and form strong relationships. • Team meetings will include regular reflective discussion around children's achievements and needs. 	Ongoing	

