



Quality Improvement Plan



Quality Improvement Plan 2018

Updated May 2018

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	
CLEVE DISTRICT CHILDREN'S CENTRE		SE-00010252	
Primary contacts at service			
Physical location of service		Physical location contact details	
Street	East Terrace	Telephone	86 282211
Suburb	Cleve	Mobile	0417731852
State/territory	SA	Fax	
Postcode	5640	Email	Missy.hartwig742@schoools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	Ann-Marie Hayes (Early Years and Child Development)	Name	Missy Hartwig
Telephone	08 82263463	Telephone	86 282 211
Mobile	0407474884	Mobile	0428833739
Fax		Fax	
Email	AnnMarie.Hayes2@sa.gov.au	Email	Missy.hartwig742@schoools.sa.edu.au
Postal address (if different to physical location of service)			
Street	PO BOX 206	State/territory	SA
Suburb	Cleve	Postcode	5640

Operating hours

RURAL CARE:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8:00am	8:00am	8:00am	8:00am	8:00am		
Closing time	18:00pm	18:00pm	18:00pm	18:00pm	18:00pm		

KINDERGARTEN SESSION:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time		8:40am	8:40am (week 3,6,9)	8:40am			
Closing time		15:10pm	15:10pm (week 3,6,9)	15:10pm			

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 Cleve District Community Centre (CDCC) is a part time preschool (operating during DECD terms) which also offers a 2 worker rural care program for 50 weeks of the year and After School/Preschool Care two days a week. Cleve is located in Central Eyre Peninsula, 550km from Adelaide and is in the District Council of Cleve. Nearby towns include Cowell, Kimba and Port Neill. The town services an agricultural community. All aspects of the community are affected by farming where there are 2 distinct very busy times of the year – seeding (May – June) and Harvest (November – December). Family members are all affected by the long working hours and stress during these times. There are approximately 1700 people who live in the council area. Cleve is very fortunate to have a very supportive parent and community who are willing to assist with working bees, attend the CDCC celebrations etc.

The majority of the children transition to the Cleve Area School, and occasionally there may be a child to goes onto the Port Neill Primary School. Currently there are 113 warranted ECW2 hours for Rural Care which includes 2 ECW2 permanent positions since 2010 – 59 hours, and 1 – 4 positions casual positions. The Director's position has additional 0.2FTE for leadership of Rural Care Program. The capacity of site is 45, and it is rated as a Category 2 site. In term 1 2018, the enrolments will include 23 preschool children, 4 children who will receive preschool support.

How are the children grouped at your service?

Due to being a part time Preschool; our 23 eligible enrolments attend as one group for a full day on a Tuesday and Thursday and a full day every 3rd Wednesday ie week 3, 6, 9 to access their 15 hours per week/600 hour a year entitlement.

Rural Care is offered to families for children from 6 weeks of age and up. If their required day cannot be fulfilled they are placed on a waiting list until they can access their preferred days within our ratios for a 2-worker model. There are 2 sessions offered (8am-1pm and 1pm-6pm), majority of families access a full day contract. Preschool and Rural Care are very integrated throughout the whole day except when Rural Care children require a sleep or rest.

After School Care is offered to preschool and school aged children. We are approved to provide this with a third worker, based in the preschool room and outdoor area, being a more suitable space for this particular age group. This group also integrates with Rural Care children.

Playgroup is offered on Fridays from 9:30am-11:30am for families with children under school age. We average around 15 children per session. This is held in the Preschool room and outdoor area.

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

Missy Hartwig, Nominated Supervisor

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: 1

Tayla Darling 9 Rudall Road Cleve SA 5640

Cleve District Children's Centre

OUR PHILOSOPHY

The Staff and Parents of Cleve District Children's Centre believe our role is to support, teach, nurture, challenge and encourage children to become the best individual they can be, focusing on each child's voice in developing their individual curriculum. We believe *play* is the centre of all learning.

We strive to provide a safe, secure, ***inclusive & integrated*** environment that inspires and challenges children to learn, take risks and explore and investigate through play.

We strive to educate children in *environmentally sustainable* practices, in being sun safe throughout the whole year and in regular hygiene practices.

We acknowledge and respect the importance and **wellbeing** of a child's family and their culture and build positive relationships based on trust and open **communication**, ensuring the family's voice is acknowledged in their child's development and learning.

We value the importance of belonging to and being supported by our **community**, participating in and exposing children to community organisations and events.

Reviewed February 2018



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

Standard/element	National Law (section) and National Regulations (regulation)	
1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.2.3	section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)
1.1.1	section 168(1)(a)-(b)	Program designed for each child
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	section 168(1)(c)-(d)	Program designed for each child
1.1.1, 1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	regulation 73	Educational program
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
1.3.1, 1.3.3	regulation 75	Information about the educational program to be kept available
1.3.3	regulation 76	Information about educational program to be given to parents
1.3.3	regulation 111	Administrative Space
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 155	Interactions with children
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 156	Relationships in groups

Standard/element	National Law (section) and National Regulations (regulation)	
1.3.1	regulation 177(1)(a)	Prescribed enrolment and other documents to be kept by approved provider – the documentation of child assessments or evaluations for delivery of the educational program
1.3.1	regulation 178(1)(a)	Prescribed enrolment and other documents to be kept by family day care educator – the documentation of child assessments or evaluations for delivery of the educational program
1.1.1	Regulation 254	Declared approved learning frameworks
1.3.1, 1.3.3	regulation 274A NSW	Programs for children over preschool age
1.3.1, 1.3.3	regulation 289A NT	Programs for children over preschool age
1.3.1, 1.3.3	regulation 298A Qld	Programs for children over preschool age

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths		
Standard 1.1 The educational program enhances each child's learning and development.		
Approved learning framework	Element 1.1.1	<p>Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, and confidence as learners and effectiveness as communicators.</p> <p>Our centre actively uses EYLF which is evident throughout the centre through documentation, displays and profile books. All staff members have knowledge and experience with using EYLF while every child is supported to participate in the program.</p> <p>At the start and throughout the year we gather information from parents about their child's strengths and interests to inform and build the foundation of our program. By doing this we are building strong relationships with families throughout the community.</p>
Child-centred	Element 1.1.2	<p>Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.</p> <p>By having regular communication with families we are able to discuss each child's individual learning goals which is documented in their ILP developed by staff and parents. Learning conversations are offered at the end of term 1 and start of term 4 to discuss children's learning, strengths, interests and any concerns. We work closely with parents to set personal goals for each child in term 1 and review regularly throughout the year.</p> <p>Children are active in decision making, adding their voice into learning stories and within activities and play. With information provided and observations this assists us with our planning and programming fortnightly to endeavour to fulfil each child's individual needs.</p>
Program learning opportunities	Element 1.1.3	<p>All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.</p> <p>Our centre has a routine that provides the opportunity of uninterrupted play and children may choose to be indoors or outdoors. Getting to know the routine gives children independence makes them feel safe and secure, confident and have a sense of belonging. Children are given the responsibility to unpack/pack their bags and take care of their own belongings ie: lunchbox, hats, water bottles etc. Morning fruit/snack and lunch times are another opportunity for learning about wellbeing through discussions on healthy foods and habits as well as to further social skills and table manners.</p> <p>The local Community Health provides programs such as Glitter Bug (washing hands), nose blowing, sunsmart, eat a rainbow which we incorporate into our routine and program.</p>
Standard 1.2 Educators facilitate and extend each child's learning and development.		
Intentional teaching	Element 1.2.1	<p>Educators are deliberate, purposeful, and thoughtful in their decisions and actions.</p> <p>By having regular staff meetings, staff are able to deliberate and discuss a purposeful way in our approach to decision making and our actions. Intentional teaching is embedded in the program to extend children's learning with a focus on phonological awareness – initial sounds, rhyming and syllables. We also have a strong focus on book making and have a 'book making area' for children to</p>

		gather and initiate their ideas and knowledge for bookmaking.
Responsive teaching and scaffolding	Element 1.2.2	<p>Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.</p> <p>Throughout 2017 we had a focus on moving from 'Tell to Ask' using children's voice regularly to scaffold and extend each child's learning. We gathered children's voice fortnightly as part of the planning process, used open ended questioning and brain storming with children to gather their understanding, knowledge and interest. We developed a wonder wall where the children could do their own thinking and problem solving.</p> <p>However as a team we feel that this is an area of focus for 2018 to be improved throughout the whole centre (Preschool and Rural Care).</p>
Child Directed Learning	Element 1.2.3	<p>Each Child's agency is promoted, enabling them to make choices and decisions that influence events and their world</p> <p>Belonging, Being and Becoming are a point throughout our centre, as children become to feel safe and secure they develop confidence in making decisions and making individual choices. We encourage children to initiate their own learning, build on their strengths and problem solving and create a safe and fun place to learn. Educators listen and respect children's spontaneity and ideas, we encourage children's voice and program accordingly.</p>
Assessment and Planning cycle	Element 1.3.1	<p>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.</p> <p>Our intention that each child will be equally and individually programmed for and this is done by: observations, ILP, profile folders, learning stories, documentation, digital documentation and learning conversations. We refer to the EYLF learning outcomes as well as highlighting; reflecting and developing each child's learning. We are continually programming to meet the children's interests and strengths as a team. We reflect on a daily basis, valuing all staffs input into the program.</p>
Critical Reflection	Element 1.3.2	<p>Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.</p> <p>Daily reflection from educators collaboratively and individually with the program book ensures this part of the planning cycle continually refines and improves our planning and practice.</p>
Information for families	Element 1.3.3	<p>Families are informed about the program and their child's progress.</p> <p>Our families are always encouraged to participate with their child's learning and development, every family is offered a learning conversation which allows them to communicate any queries and concerns about their child's progress and goals. The forms of communication are text messages, phone calls, e-mail, newsletters and verbal. All families are encouraged to provide suggestions, feedback towards our planning and programming and Quality Improvement Plan (QIP). Children and families have access to their profile folders at any time.</p>

Key improvements sought for Quality Area 1

Improvement Plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.2.2 Responsive teaching and scaffolding	Through our reflective practise we have identified that educator's need to encourage children to become more active thinkers and to ask more open ended questions.	We are wanting children to be powerful learners and active thinkers, actively engage in all frames of learning, being critical and creative thinkers.	H	<p>More children's voice throughout the whole Centre. Gathering it fortnightly in both Preschool and Rural Care. Eg. Pair/Think/Share and community of inquiry strategies encourage children to have a voice.</p> <p>All Staff going from 'Tell to Ask'. Being aware of our questioning and our responses to the children. Refresh all staff in a staff meeting around 'Tell to ask'.</p> <p>Parent surveys around children's interests will be sent out at the beginning of the year. Staff will put in the child's individual learning plan and will review on a regular basis.</p> <p>Communicate with other sites on their strategies to get the children to do the thinking and what strategies they are using.</p>	<p>We will collect evidence using the RRR scale to see if the environment is getting the children to do the thinking.</p> <p>We will be able to see if children are being active learners through anecdotal and learning stories.</p> <p>Program will show evidence of children's voice.</p> <p>Also through performance development and the feedback the staff receive.</p>		
1.3.1 Assessment and Planning cycle	Educators of both Rural Care and Preschool need to strengthen the knowledge and implementation of the Early Years planning cycle/assessment process. Reflecting on the Numeracy and Literacy indicators (DECD Early Years Learning Design, Assessment and Moderation Strategy).	Children's literacy and numeracy skills will be maximised through a strong planning cycle.	H As an integrated Centre this is a Preschool /Rural Care priority.	<p>At staff meetings continue to discuss and document the planning cycle and hear how staff are supporting it.</p> <p>Continue to participate in the PLC's and trainings through the partnership and other avenues, focusing on the Numeracy and Literacy indicators - LDAM resources.</p> <p>Visit other site that have a strong planning cycle in place to gather ideas and information.</p>	<p>Anecdotal records / Learning stories align to the Literacy and Numeracy showing growth of each individual child</p> <p>PASM testing will assist with the planning cycle throughout the year.</p> <p>Using the RRR Scales</p>		

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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.

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

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3	section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)
2.2.3	section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
2.2.1	section 165	Offence to inadequately supervise children
2.1.1	section 166	Offence to use inappropriate discipline
2.2.1	section 167	Offence relating to protection of children from harm and hazards
2.2.1	section 169	Offence relating to staffing arrangements
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	section 189	Emergency removal of children
2.1.2, 2.1.3, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.1.3, 2.2.1	regulation 78	Food and beverages
2.1.3, 2.2.1	regulation 79	Service providing food and beverages
2.1.3, 2.2.1	regulation 80	Weekly menu
2.1.1	regulation 81	Sleep and rest
2.2.1	regulation 82	Tobacco, drug and alcohol free environment

Standard/element	National Law (section) and National Regulations (regulation)	
2.2.1	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.2.3	regulation 84	Awareness of child protection law
2.1.2, 2.2.2, 2.2.3	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.2, 2.2.1, 2.2.2, 2.2.3	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.2, 2.2.1, 2.2.2, 2.2.3	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, 2.2.1	regulation 90	Medical conditions policy
2.1.2, 2.2.1	regulation 91	Medical conditions policy to be provided to parents
2.1.2, 2.2.1	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
2.2.2	regulation 97	Emergency and evacuation procedures
2.2.2	regulation 98	Telephone or other communication equipment

Standard/element	National Law (section) and National Regulations (regulation)	
2.2.1	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
2.1.2	regulation 136	First aid qualifications
2.2.1	regulation 161	Authorisations to be kept in enrolment record
2.1.2, 2.2.1	regulation 162	Health information to be kept in enrolment record, including the immunisation status of the child
2.2.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.2.2	regulation 161	Authorisations to be kept in enrolment record
2.2.2	regulation 162	health information to be kept in enrolment record
2.2.1	regulation 166	Children not to be alone with visitors
2.1.2, 2.1.3, 2.2.1, 2.2.2	regulation 168	Education and care service must have policies and procedures
2.1.1	regulation 168(2)(a)(v)	Education and care service must have policies and procedures in relation to sleep and rest for children

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.2.2, 2.2.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
2.1.2, 2.2.2, 2.2.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
2.2.1	regulation 274 NSW	Swimming pools
2.2.1	regulation 344 Tasmania	Safety screening clearance – staff members
2.2.1	regulation 345 Tasmania	Swimming pool prohibition

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths		Standard 2.1 Each child's health and physical activity is supported and promoted.
Wellbeing and comfort	Element 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>The wellbeing of children is a high priority for us at Cleve District Children's Centre. Through regular communication with parents/carers we are, informed of individual needs for each child to guarantee a smooth transition from home to Preschool or Rural Care. This could involve rest, sleep, toileting/nappies, confidence, and a comforter anything relating to the individual child's needs.</p> <p>We offer rest time in the Preschool for children who require it and sometimes we have relaxation music on. In Rural Care we provide comfort for children to sleep and rest. When provided with a routine from home, staff do their best to follow the routine while the child is attending care.</p>
Health practices and procedures	Element 2.1.2	<p>Effective illness and injury management and hygiene practices are promoted and implemented.</p> <p>The local business 'Eastern Eyre Health' provide programs for the children to follow. There is a 'Glitter Bug' program which is about washing your hands correctly and the process. We continue to follow the program throughout the year encouraging and modelling good hygiene. They provide visuals for the children which is displayed by the wash basin in front of visuals/posters. We supervise hand washing prior to eating in Rural Care and Preschool and we monitor and educate the children about hand washing after toileting.</p> <p>We carefully follow immunisation procedures to prevent the spread of infectious diseases as per DECD policy, keeping records of children's immunisation status and implementing exclusion requirements from the service in the event of a present infectious disease.</p>
Healthy lifestyle	Element 2.1.3	<p>Healthy eating and physical activity is promoted and is appropriate for each child.</p> <p>In 2017 we had a strong focus on our nutrition policy. We aimed to align it with the school to make the transition not as harsh between what children can take to kindy then take to school. It was continually spoken about at kindy and we informed parents on a regular basis. Healthy eating is consistently encouraged at our centre. We regularly include information about healthy eating in our newsletter and staff model healthy eating. Parents are given clear guidelines in our healthy eating policy and information book. The children are able to eat our own grown vegetables from the garden if they run out of food etc.</p> <p>Physical activity is programmed to develop gross motor skills, coordination and risk taking. We run the 'move to learn' program throughout the year for the children. Getting them all involved to achieve each section correctly. Children are encouraged to assess risks in climbing trees and equipment and supervision is always adequate.</p>

	Standard 2.2 Each child is protected.	
Supervision	Element 2.2.1	<p>At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.</p> <p>Regularly at staff meeting's supervision is discussed with staff to ensure we are all confident and providing adequate supervision at all times. Stressing the importance of communication from staff members so everyone knows where all staff are at times throughout the day. We ensure there is at all times a morning check of the yard completed to ensure no hazards have been planted in the yard over night or over the weekend, it is recorded on a calendar next to the exit door. As a team we provide supervision to the outdoor areas and indoor with an even amount of staff in the areas at times when children are present. Excursion ratios are always met with extra SSO's being employed or parent volunteers being sought. Risk assessments are completed when hazards or harm may be identified.</p>
Incident and emergency management	Element 2.2.2	<p>Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.</p> <p>There is a WHS form in the staff room that staff write any issues that have come up. They are discussed at staff meeting and resolved. There is a notice board in the staff room where all hazards are displayed for staff to see. A bush fire action plan is drawn up in conjunction with the school. All emergency numbers are displayed by all three phones for all staff to access.</p>
Child protection	Element 2.2.3	<p>Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.</p> <p>During staff meetings we have completed the code of conduct together and have discussions. All staff have completed the RAN-EC training and are aware of how to report and manage abuse or neglect related incidents by phone or online. The Keeping Safe: Child Protection Curriculum is delivered by educators, who have completed the training, throughout each year.</p>

Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

Standard 3.1	The design of the facilities is appropriate for the operation of a service.	
Fir 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, 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.

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

Standard/element	National Law (section) and National Regulations (regulation)	
3.2.3	section 168	Offence relating to required programs
3.2.3	regulation 73(2)(b)	Educational program is to contribute to the outcome that each child will be connected with and contribute to his or her world
3.1.1, 3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104	Fencing and security
3.2.1, 3.2.2	regulation 105	Furniture, materials and equipment
3.1.1, 3.1.2	regulation 106	Laundry and hygiene facilities
3.1.1	regulation 107	Space requirements—indoor
3.1.1	regulation 108	Space requirements—outdoor space
3.1.1, 3.1.2, 3.2.1	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, 3.1.2	regulation 112	Nappy change facilities
3.1.1, 3.2.1, 3.2.2	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.1	regulation 115	Premises designed to facilitate supervision

Standard/element	National Law (section) and National Regulations (regulation)	
3.1.1, 3.1.2	regulation 116	Assessments of family day care residences and approved family day care venues
3.1.1	regulation 117	Glass (additional requirement for family day care
3.1.1, 3.1.2	regulation 274 NSW	Swimming pools
3.1.1, 3.1.2	regulation 345 Tasmania	Swimming pool prohibition

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths		Standard 3.1 The design of the facilities is appropriate for the operation of a service.
Fit for purpose	Element 3.1.1	<p>Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.</p> <p>During 2016 and 2017 all staff have had an area to improve either inside or outside. We designed and developed learning spaces to encourage the children to do the thinking and extend their knowledge on certain things. We made the entry area more inviting for the children with different things to do on their way into the kindy, for example measure how tall they have got or read our colourful sign with different words on it. We build a mud kitchen with sinks in it and we are using real life items in the kitchen. We erected a roof over the mud kitchen so it can be used either in the hot weather or raining, all year round. We maintained our vegetable garden throughout the year. Introduced a new nest swing for children, this is fantastic for children with Autism or just for anyone to self-regulate. We created a blackboard in the yard enabling children to draw and write throughout the day and installed a tinkering board for the children. We also put a musical board made of pot and pans, saucepans and metal spoons etc on a pallet against the fence. The children are able to play music anytime throughout the day. This was all suggestions and input from the children and some from parents. .</p>
Upkeep	Element 3.1.2	<p>Premises, furniture and equipment are safe, clean and well maintained.</p> <p>We have a groundsman who maintains the yard area and continually up keeps of the lawns, hedges, and tree's. We communicate regularly when things need to be done at the centre. When needed I submit hazard or breakdown to DECD maintenance to be fixed. We encourage the children to help with the up keep of the yard, so they learn the importance of caring for our environment. Equipment and toys are cleaned regularly and staff use a checklist to ensure this is maintained appropriately.</p>
		Standard 3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning.
Inclusive environment	Element 3.2.1	<p>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.</p> <p>Due to our number of Autism children in 2017 staff had to make sure they thought about their area they were setting up. We made sure we provided learning environments for all children to access and participate with confidence. We aimed to provide learning spaces that engage and challenge the children's thinking. As we are an integrated centre we need to ensure that we create flexible learning spaces from 'Children's Voice' which we collect fortnightly and endeavour to include the majority of these ideas into our learning space.</p>

Resources support play-based learning	Element 3.2.2	<p>Resources, materials and equipment allow for multiple uses, are sufficient in number, enable every child to engage in play-based learning.</p> <p>During 2017 we began to be resourceful in our equipment that we provided for children to engage in play based learning. Outside areas offers wider learning experiences for all children to extend their learning, knowledge, curiosity and be resourceful. However we feel that this is an area of focus for 2018 to improve.</p>
Environmentally responsible	Element 3.2.3	<p>The service cares for the environment and supports children to become environmentally responsible.</p> <p>We established paper recycling bins in 2013 that the local council pick up every fortnight. This instigates conversation with the children when they see the recycling truck drive past and pick the bins up. During 2016 and 2017 we focused on ensuring to make the centre as sustainable as possible, we purchased recycling bins for the children to learn what can be recycled, ducks and a worm farm for our scraps and we began making our own paper. We were fortunate enough to go for an excursion to the recycling depot and learn about recycling and where it goes once it is picked up from our house.</p>

Key improvements sought for Quality Area 3

Improvement plan

Standard/ element	Identified Issue	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 Resources support play- based learning	After several observations staff identified that we need to increase the resources for children to become active thinkers in both inside and outside.	We are wanting children to be powerful learners and active thinkers, actively engage in all frames of learning, being critical and creative thinkers.	H	<p>Investigate and research loose parts and nature play pedagogy.</p> <p>Go out into the local community to gather resources to be used at the centre</p> <p>Continue to attend PLC with the partnership with staff members to extend their knowledge and gather ideas.</p> <p>Visit other centres and observe their loose parts and nature area they have set up.</p> <p>Each staff member has an area to focus on and improve working with the children. They will gather ideas from the children to upgrade certain areas throughout the centre.</p>	<p>Evidence around the children becoming more creative thinkers</p> <p>There will be evidence from Performance development and the feedback that is provided.</p> <p>More children will be able to participate in activities altogether and we will see children being more adventurous and also more appreciative of where they are playing as they played a part in the planning of it.</p> <p>Also through performance development and the feedback the staff receive.</p>		

Quality Area 4: Staffing arrangements

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

Quality Area 4: Standards and elements

Standard 4.1 Staffing arrangements enhance children's learning and development.		
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.

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

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	section 161	Offence to operate education and care service without nominated supervisor
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 coordinators
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	regulations 119–120	Age and supervision requirements
4.2.2	regulation 117A–117C	Minimum requirements for a person in day-to-day charge, nominated supervisor and family day care educator
4.1.1, 4.1.2	regulations 121–124	Minimum number of educators required
4.1.1	regulations 125–128	Educational qualifications for educators
4.1.1, 4.1.2	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1.1	regulations 137–143	Approval and determination of qualifications
4.1.1, 4.1.2	regulation 144	Family day care educator assistant
4.1.1	regulations 145–152	Staff and educator records—centre-based services

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulation 153	Register of family day care educators
4.1.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
4.1.1, 4.1.2, 4.2.1, 4.2.2	regulation 168(2)(i)	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.
4.2.1	regulation 169(2)(d)	Additional policies and procedures in relation to monitoring, support and supervision of family day care educators (family day care service)
4.2.1	regulation 169(2)(g)	Additional policies and procedures in relation to the provision of information, assistance and training to family day care educators (family day care service)
4.1.1	regulation 239	Centre-based service offering a preschool program in a composite class in a school
4.1.1	regulation 239A	Centre-based services in remote and very remote areas—attendance of early childhood teachers
4.1.1	regulation 240	Qualifications for educators (centre-based service)
4.1.1	regulation 241	Persons taken to hold an approved early childhood teaching qualification
4.1.1	regulation 242	Persons taken to be early childhood teachers
4.1.1	regulation 243	Persons taken to hold an approved diploma level education and care qualification
4.1.1	regulation 243A	Persons taken to hold an approved diploma level education and care qualification for regulation 128 in Queensland
4.1.1	regulation 244	Persons taken to hold an approved certificate III level education and care qualification
4.1.1	regulations 260-262 ACT	Children over preschool age – minimum number of educators and qualifications required

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulations 266-267 ACT	Transitional provisions – staffing arrangements (centre-based services)
4.1.1	regulations 271-272 NSW	Minimum number of educators and qualifications and training required
4.1.1	regulation 278 NSW	Qualifications for primary contact staff members-saving
4.1.1	regulation 290 NT	General qualification requirements for educators – children over preschool age
4.1.1	Regulation 294 NT	Early childhood teacher – 60 or more children
4.1.1	regulation 385 ACT	Resignation of early childhood teacher

Quality Improvement Plan for Quality Area 4

Strengths		Standard 4.1 Staffing arrangements enhance children's learning and development.
Organisation of educators	Element 4.1.1	<p>The organisation of educators across the service supports children's learning and development.</p> <p>During 2016 and 2017 we have had a few changes to staff shifts. We endeavoured to change staff shifts to maintain a consistent staff working pattern to have continuity for the children. We ensure that we maintain educator ratios throughout the centre both in Preschool and Rural Care. There is an adequate staff change over time for Rural Care staff to ensure information is handed over from morning to afternoon staff. All staff are adequately qualified and through staff meetings, individual performance management meetings and informal interactions, the Director works to train, support and monitor educators in their role in working with children.</p>
Continuity of staff	Element 4.1.2	<p>Every effort is made for children to experience continuity of educators at the service.</p> <p>To ensure continuity of staff there has been some changes for 2018 to ensure we have consistency in staff to provide an environment for the children to feel safe and secure and comfortable. We are really hoping to have minimal amount of days off for staff, having relievers in to work with the children. Staff have expressed interest in different roles and the Director has worked to fulfil their request for 2018.</p>
		Standard 4.2 Management, educators and staff are collaborative, respectful and ethical.
Professional collaboration	Element 4.2.1	<p>Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.</p> <p>During 2016 and 2017 we feel that this is an area that has definitely improved. Staff have regular P&D with the Director and set goals to achieve for the term/year/s. There is consistent communication between all staff and regular staff meetings. We have a 'Brag board' where we write positive quotes about an individual staff member to praise things they have done throughout the day/week. We do feel that this is an area that can be improved for ALL staff members no matter how many days they work.</p>
Professional standards	Element 4.2.2	<p>Professional standards guide practice, interactions and relationships.</p> <p>Our centre uses the National Quality Framework, the Early Years Learning Framework, Early Childhood Australia's Code of Ethics, DECD code of Ethics, our philosophy and our policies and procedures to guide our work. These standards are regularly discussed and reviewed at staff meetings and displayed in various ways in our centre.</p>

Key improvements sought for Quality Area 4

Improvement plan

Standard/ element	Identified Issue	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 Professional collaboration	As we have 3 new staff members to our team this year we feel that this is an area that we need to ensure we deliver throughout the whole year.	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	H	<p>We will continue to have regular meeting outside of work hours</p> <p>Throughout the whole centre be sure to provide positive feedback as well as critical feedback.</p> <p>Each staff member to add to the brag board termly.</p> <p>Continue reflecting on RRR, for example videoing our practise and reviewing it.</p>	<p>The success measure will be evident through staff meeting minutes.</p> <p>Client opinion survey</p> <p>Performance development</p> <p>RRR scales</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.

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

Standard/element	National Law (section) and National Regulations (regulation)	
5.1.2, 5.2.2	section 166	Offence to use inappropriate discipline
5.1.1, 5.2.1, 5.2.2	regulation 73	Educational program
5.2.1, 5.2.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 155	Interactions with children
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 156	Relationships in groups
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 168(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

Quality Improvement Plan for Quality Area 5

Strengths		Standard 5.1 Respectful and equitable relationships are maintained with each child.
Positive educator to child interactions	Element 5.1.1	<p>Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.</p> <p>During 2017 this was a focus for all staff. Due to having high numbers in the preschool we had to ensure we were having meaningful interactions with all children. Taking the time to listen to the children and have reciprocal and positive conversations, building trust and relationships between educators and children. As a team we ensure that we consistently have open communication with parents about their child.</p>
Dignity and rights of the child	Element 5.1.2	<p>The dignity and the rights of every child are maintained.</p> <p>Staff are to sign a confidentiality form during their induction, ensuring that they understand the importance of maintaining the dignity and rights of our children at the centre. This is discussed at meetings regularly also to remind staff, living in a small town we have to be very careful.</p>
		Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships.
Collaborative learning	Element 5.2.1	<p>Children are supported to collaborate, learn from and help each other.</p> <p>We really encourage the children to work together and sort things out by team work and positive communication. As educators we observe the situation and only step in when required. We really think about our environment and how it is set out to promote collaboration between the children. We encourage the children to help each other out when required and the Preschool children really do a fantastic job at this with the younger Rural Care children. We have had lots of success with watching children work things out together without arguing or lashing out at each other 😊</p>
Self-regulation	Element 5.2.2	<p>Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</p> <p>We feel that this needs to be a focus for 2018. We will be working with the children to learn to self-regulate and responding appropriately to other children's behaviour.</p>

Key improvements sought for Quality Area 5

Improvement plan

Standard/ element	Identified Issue	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	After several observations staff identified that children are having trouble recognising their emotions and dealing with other children's behaviour.	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of other and communicate effectively to resolve conflicts.	H	Talking about feelings/emotions (Child protection program) Listening to the Belly Breath song How we can deal with other people if they aren't feeling happy Talk about making an 'A' choice (as this is the language that the school uses).	Evidence of children being able to regulate their emotions through anecdotal We will be able to gather information from using the RRR scale		

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.	

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

Standard/element	National Law (section) and National Regulations (regulation)	
6.1.2	section 168	Offence relating to required programs
6.1.3	section 172	Offence to fail to display prescribed information
6.1.3, 6.2.1	section 175	Offence relating to requirement to keep enrolment and other documents
6.1.1, 6.1.3	regulation 31	Condition on service approval – quality improvement plan
6.1.1, 6.1.2, 6.2.2, 6.2.3	regulation 73	Educational programs
6.1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1.3	regulation 75	Information about the educational program to be kept available
6.1.3, 6.2.2	regulation 76	Information about educational program to be given to parents
6.1.3	regulation 80	Weekly menu
6.1.1, 6.1.2, 6.1.3, 6.2.1	regulation 111	Administrative space (centre-based services)
6.1.2	regulation 155(e)	Interactions with children have regard to the family and cultural values, age, and physical and intellectual development and abilities of each child
6.1.1	regulation 157	Access for parents
6.1.1, 6.1.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
6.2.1	regulation 168(2)(j)	Education and care service must have policies and procedures in relation to interactions with children
6.1.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation

Standard/element	National Law (section) and National Regulations (regulation)	
6.1.3	regulation 171	Policies and procedures to be kept available
6.1.1, 6.1.3, 6.2.2	regulation 172	Notification of change to policies or procedures
6.1.3	regulation 173	Prescribed information is to be displayed
6.1.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1.3	regulation 181	Confidentiality of records kept by approved provider
6.1.3	regulation 182	Confidentiality of records kept by family day care educator
6.1.3	regulation 183	Storage of records and other documents
6.1.2	regulation 274A NSW	Programs for children over preschool age
6.1.2	regulation 289A NT	Programs for children over preschool age
6.1.2	regulation 298A Qld	Programs for children over preschool age

Quality Improvement Plan for Quality Area 6

Strengths			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. We feel that this is a section that is getting stronger and stronger. We are providing displays that encourage parents to provide feedback from enrolment. During the enrolment procedure and or Learning Conversations parents are informed of all the areas they are able to provide feedback. Generally after having the conversation with them, we are provided with feedback from families. All parents are encouraged to become a member of the Governing Council to have a say about the program and be involved in any general discussions and decision making we are having.	
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. At the start of the transition we gather recorded information from parents about their children and then at the end of term 1 and term 3 we offer learning conversations both in Preschool and Rural Care. We value family beliefs, culture and take on board the information they provide us with. We are continually encouraging parents to come into the centre and provide feedback or send an e-mail or text message whatever get the parents involved. Profile folders are used to document progress of children's learning and parents are given the opportunity in these folders to give feedback about progress and future goal setting.	
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. We continually provide information about our centre through newsletters, text message, e-mails, verbal communication and our display board. Our QIP display is in the front foyer which all parents can read and provide feedback and we display any important information in this area. We have a folder full of information for parents on display where they sign their child in and they are reminded to feel free to take one if they would like.	
			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. Being an integrated centre is a positive for children transitioning from Rural Care to kindy. We all have the same routine and moving from Rural Care to Preschool is very smooth. All children adapt really well because they are familiar with the way the centre runs.	

		<p>During 2016 and 2017 there has been a lot of work put into building a positive and effective transition program for all individual children transitioning from Preschool to school. There is several transitions throughout the year between the reception class visiting the Preschool and us visiting the classroom. We also go over to the oval each day to develop our 'Move to Learn' program and also allowing the children to become familiar and confident with the playground at the school. We have observed over the past few years that the transition in Term 4 is very successful with no tears. There has been positive feedback from the leadership team at the school in regards to the success of the beginning of the year for all the children when they start school.</p>
Access and participation	Element 6.2.2	<p>Effective partnerships support children's access, inclusion and participation in the program.</p> <p>As a team we have had a strong focus on building good relationships with children and their families. We encourage parents to have a say all the time and provide feedback to ensure we provide an inclusive program. Having good knowledge on each individual child enables us to ensure we plan and program for each individual child's needs. We also work closely with other support agencies, for example speech pathologist, OT, Physiotherapist to ensure we involve it in our program.</p>
Community engagement	Element 6.2.3	<p>The service builds relationships and engages with its community.</p> <p>During 2017 becoming more involved in the community was a high priority and a suggestion from parents. Living in a small, rural community allows us to have regular excursions and invite people within our community to visit our centre. We regularly visit our local grocery store to do some shopping with the children and then have plenty of discussions along the way about all the different stores down the street. On a termly basis we have the elderly visit the centre or we walk to the hall where they have their activities and take part in the activities together. Both the elderly and our children really really enjoy this experience. We also have regular visits from people within our community who play an important role, for example Ambulance officer, Fire fighters, police man, Principle at our school and plenty more.</p>

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 directions 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.

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

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	section 12	Applicant must be fit and proper person (provider approvals)
7.1.2	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.2	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.1	section 31	Condition on service approval—quality improvement plan
7.1.2	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
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
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, 7.1.3	section 163	Offence relating to appointment or engagement of family day care co-ordinators
7.1.2	section 164	Offence relating to assistance to family day care educators
7.1.2, 7.1.3	section 164A	Offence relating to the education and care of children by family day care service
7.1.3	section 165(2)	Offence to inadequately supervise children
7.1.3	section 166	Offence to use inappropriate discipline

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.3	section 167(2)	Offence relating to protection of children from harm and hazards
7.1.3	section 167(3)	Offence relating to protection of children from harm and hazards
7.2.2	section 168	Offence relating to required programs
7.1.3	section 168(2)	Offence relating to required programs
7.1.2, 7.1.3	section 169	Offence relating to staffing arrangements
7.1.2	section 170	Offence relating to unauthorised persons on education and care service premises
7.1.3	section 170(3)	Offence relating to unauthorised persons on education and care service premises
7.1.3	section 170(4)	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, 7.1.3	section 174A	Family day care educator to notify certain information to approved provider
7.1.2	section 175	Offence relating to requirement to keep enrolment and other document
7.1.3	section 175(3)	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	regulation 16	Matters relating to criminal history
7.2.1	regulation 31	Condition on service approval-quality improvement plan
7.1.1, 7.2.1	regulation 55	Quality improvement plans

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.1, 7.2.1	regulation 56	Review and revision of quality improvement plans
7.1.3	regulation 72	Offences in relation to giving false or misleading statements about ratings
7.2.2	regulation 73	Educational program
7.1.3	regulation 77(2-3)	Health, hygiene and safe food practices
7.1.3	regulation 78(2-3)	Food and beverages
7.1.3	regulation 79(2-3)	Service providing food and beverages
7.1.3	regulation 80(2-3)	Weekly menu
7.1.3	regulation 81(2-3)	Sleep and rest
7.1.3	regulation 82	Tobacco, drug and alcohol-free environment
7.1.3	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
7.1.2, 7.1.3	regulation 84	Awareness of child protection law
7.1.2, 7.1.3	regulation 85	Incident, injury, trauma and illness policies and procedures
7.1.2	regulation 86	Notification to parents of incident, injury, trauma and illness
7.1.2, 7.1.3	regulation 87	Incident, injury, trauma and illness record
7.1.2	regulation 88	Infectious diseases
7.1.2, 7.1.3	regulation 89	First aid kits
7.1.2, 7.1.3	regulation 90	Medical conditions policy
7.1.2, 7.1.3	regulation 92	Medication record

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.3	regulation 93(3-4)	Administration of medication
7.1.3	regulation 94(2)	Exception to authorisation requirement—anaphylaxis or asthma emergency
7.1.3	regulation 95(c)	Procedure for administration of medication
7.1.2, 7.1.3	regulation 97	Emergency and evacuation procedures
7.1.3	regulation 98	Telephone or other equipment
7.1.2, 7.1.3	regulation 99	Children leaving the education and care service premises
7.1.3	regulation 100	Risk assessment must be conducted before excursion
7.1.2	regulation 101	Conduct of risk assessment for excursion
7.1.3	regulation 102	Authorisation for excursions
7.1.2, 7.1.3	regulation 116	Assessments of family day care residences and approved family day care venues
7.1.3, 7.2.2	regulation 118	Educational leader
7.1.3	regulation 120A	Placing a person in day-to-day charge
7.1.2	regulations 117A-117C	Minimum requirements for persons in day-to-day charge, nominated supervisors and family day care educators
7.1.3	regulation 124	Number of children who can be educated and cared for—family day care educator
7.1.3	regulation 136	First aid qualifications
7.1.3	regulation 144	Family day care educator assistant
7.1.2	regulations 145-147	Staff and educator records – centre-based services
7.1.2, 7.2.2	regulation 148	Staff and educator records – centre based services - Educational Leader
7.1.2	regulations 149-152	Staff and educator records – centre-based services

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	regulations 153-154	Register of family day care educators, co-ordinators and assistants
7.1.3	regulation 155	Interactions with children
7.1.3	regulation 157	Access for parents
7.1.2	regulations 158-162	Attendance and enrolment records
7.1.3	regulation 159	Children's attendance record to be kept by family day care educator
7.1.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
7.1.3	regulation 161(2)	Authorisations to be kept in enrolment record
7.1.2	regulation 163-166	Residents at family day care residence and family day care educator assistants
7.1.3	regulation 164	Requirement for notice of new persons at residence
7.1.3	regulation 165(2)	Record of visitors
7.1.3	regulation 166(2)	Children not to be alone with visitors
7.1.2	regulation 167	Record of service's compliance
7.1.2, 7.1.3, 7.2.3	regulation 168	Education and care service must have policies and procedures
7.1.2, 7.1.3, 7.2.3	regulation 169	Additional policies and procedures—family day care service
7.1.2, 7.1.3	regulation 170	Policies and procedures to be followed
7.1.2, 7.1.3	regulation 171	Policies and procedures to be kept available
7.1.2	regulation 172	Notification of change to policies or procedures

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	regulations 173-176A	Display and reporting of prescribed information
7.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
7.1.3	regulation 179	Family day care educator to provide documents on leaving service
7.1.2, 7.1.3	regulation 180	Evidence of prescribed insurance
7.1.2	regulation 181	Confidentiality of records kept by approved provider
7.1.3	regulation 182	Confidentiality of records kept by family day care educator
7.1.2	regulations 183-184	Confidentiality and storage of records
7.1.2, 7.1.3	regulation 185	Law and regulations to be available
7.1.2	regulation 344 Tasmania	Safety screening clearance – 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

Quality Improvement Plan for Quality Area 7

Summary of Strengths

Strengths		Standard 7.1 Governance supports the operation of a quality service.
Service philosophy and purpose	Element 7.1.1	<p>A statement of philosophy is developed and guides all aspects of the service's operations.</p> <p>After previous consultation between staff at the centre and school, in 2017 the centre's statement of philosophy was redeveloped to more accurately represent the shared purpose and principles of our service. Staff worked collaboratively to develop the statement and sought input from families and the Parent Committee. Our philosophy underpins all of our work in the centre and is reviewed each year to ensure it continues to reflect the staff, children, families and community at the time.</p>
Management systems	Element 7.1.2	<p>Systems are in place to manage risk and enable the effective management and operation of a quality service.</p> <p>Staff complete risk assessment processes when they are identified and go through a process with the children as well. The Director manages EYS, STAR, HR portal records and the Director and Staff manage IRMS. We continually review and adjust policies and procedures within the centre and these are available in a folder for parents and others to access at any time in the front foyer.</p>
Roles and responsibilities	Element 7.1.3	<p>Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.</p> <p>The roles and responsibilities for all Staff is made clear to them at the beginning of each year during their induction. All areas are clearly stated in the Induction folder also for staff to refer to when required. The staffing structure is led by the Director who manages both Preschool and Rural Care. The Centre is very integrated with staff working both in Preschool and Rural Care when required. The way the Centre operates, any decisions that need to be made, are made by the whole team and is a smooth and seamless operation.</p>
		Standard 7.2 Effective leadership build and promotes a positive organisational culture and professional learning community.
Continuous improvement	Element 7.2.1	<p>There is an effective self-assessment and quality improvement process in place.</p> <p>In 2017 the staff were involved in the RRR self - assessment process of reflection and practice. This was a fantastic process as we went narrow and deep into our practice and certain learning times throughout the day for example when a staff member was videoed taking group time or working with a child on book making etc. This was an effective process and we will continue this in 2018 to ensure we continue to review and improve our practise.</p>
Educational leadership	Element 7.2.2	<p>The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.</p> <p>The Director is continually involved in training and development in leadership and management skills to ensure the educational program, assessment and planning cycle is lead correctly. The Director is beginning to develop a relationship with the school</p>

		leadership and staff to ensure the curriculum links to maintain a smooth transition for the children.
Development of professionals	Element 7.2.3	<p>Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.</p> <p>On a termly basis staff meet with the Director to develop individual Performance Development plans and review performance. Staff are encouraged to think of goals before the P&D and then we work together to determine goals and areas for development, ensuring we align them with the Centres priorities.</p>

Key improvements sought for Quality Area 7

Improvement plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2.2 Educational Leadership	Educators of both Rural Care and Preschool need to strengthen their knowledge and implementation of the Early Years planning cycle/assessment process.	Staff will become confident and more involved in the planning and assessment cycle of the program throughout the whole centre.	H	<p>Continue to reflect on the assessment the planning cycle at staff meetings regularly.</p> <p>Ensure staff are receiving the support required to feel confident and comfortable in the planning and assessment cycle.</p> <p>Encourage there to be a process so all staff members are involved in the documentation in the program.</p> <p>Through performance development and the feedback the staff receive.</p>	<p>All staff will confidently provide feedback at meetings on their input into the program</p> <p>All staff will be a part of the documentation of the program.</p>		