

Houghton Preschool Quality Improvement Plan

Revised National Quality Standard
commencing 1 February 2018



Australian Children's
Education & Care
Quality Authority

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	
Houghton Preschool		SE-00010485	
Primary contacts at service			
Anne Rowe, Paracombe Primary School Principal			
Roxanne Wegener-Finch, Houghton Preschool teacher			
Physical location of service		Physical location contact details	
Street	1376 Lower North East Road	Telephone	8380 5701
Suburb	Houghton	Mobile	N/A
State/territory	South Australia	Fax	N/A
Postcode	5131	Email	Roxanne.wegenerfinch595@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	Department of Education – Trish Strachan	Name	Anne Rowe Roxanne Wegener-Finch
Telephone	8226 0000	Telephone	Paracombe Primary: 8380 5897 Houghton Preschool: 8380 5701
Mobile		Mobile	
Fax		Fax	
Email		Email	Roxanne.wegenerfinch595@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street	4 Harvey Road	State/territory	South Australia
Suburb	Paracombe	Postcode	5132

Operating hours

Houghton Preschool operates Monday to Wednesday. Children attend Tuesday and Wednesday, whole day sessions. Monday is admin day and Friday is playgroup.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time		8:00	8:00		9:15		
Closing time		15:30	15:30		11:15 Playgroup		

Additional information about your service

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

Houghton Preschool is located in the picturesque township of Houghton, approximately 8 minutes from Tea Tree Gully. Houghton Preschool is working in partnership with Paracombe Primary School. The Paracombe Principal is available Monday to Friday at Paracombe Primary School. Houghton Preschool is in line with the DECD requirement for pupil free and closure days which occur each year which are cited 4 weeks in advance to allow parents time to find alternative care arrangements for their child.

Ample parking is available on the closed Houghton Primary School grounds.

How are the children grouped at your service?

Houghton Preschool is a small site. We currently offer a maximum capacity of 15. Children attend 15 hours preschool per week. Children requiring additional assistance are supported with consideration to a best adult match.

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

Anne Rowe, nominated supervisor and Paracombe Primary School Principal

Roxanne Wegener-Finch, nominated supervisor and Houghton Preschool teacher, responsible person.

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: N/A

Service statement of philosophy

Please insert your service's statement of philosophy here.

The staff at Houghton Preschool thank-you for your input and support of our philosophy. Your connection is reflected in the weighting of text. Blue text (from individual families) has been added to the core intent May 2018.



Houghton Preschool Philosophy 2018

Experience the *Belonging*, enjoy the *Being* and look forward to the *Becoming*.
Together we can make a difference. (Author unknown)

We are a community of learners acknowledging the Peramangk people who were here before us connecting to the land and continuing the caring for the environment for future generations.

Belonging in early childhood and throughout life, *respectful, caring and loving* relationships are crucial to a sense of belonging. (EYLF)

Being in the moment of being young, curious, risk adventurers, playful and explorers of their own world.

Becoming we lay the foundations through play as young children learn and grow to become participating members of the community and society.

Houghton Preschool works in partnership with Mini Explorers Playgroup and Paracombe Primary School facilitating strong community connections and transitions within our unique learning environment connecting to nature and children's wellbeing.

Our Preschool community has a strong connection to our local natural environment, we understand the responsibility to care for it, play with/in it, learn from it and give back to it where we can.

Educators support, *encourage and guide* children to co-construct their learning and to become documenters of their successes and discoveries *incorporating their own interests and discovering their identity*.

We frame our planning using the Early Years Learning Framework connecting to our P-7 site focus: **Now, New and Next for every child.**

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, and 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

- Each child's learning and needs are linked and documented to areas within the EYLF. The program is displayed with planned and spontaneous learning opportunities which are also documented. (1.2.1)
- The program and routines allow for children to maintain, continue and extend their learning. Children are supported to go on their own learning journeys and investigate through play. (1.1.1)
- Every child has a voice within the preschool and is actively and consistently supported to engage in their learning journey. Educators gain information about each child from their family, through conversations, observations and learning stories. (1.1.2)
- Educators are flexible and responsive to children's needs within the daily routines for snack and lunch times according to level of engagement of children's learning. (1.1.3)
- Educators reflect and evaluate children's learning to inform the ongoing planning cycle. (1.2.1)

Key improvements sought for Quality Area 1

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 Educators are deliberate, purposeful and thoughtful in their decisions and actions.	Intentional teaching Plan intentional teaching by following children's ideas/conversations/inquiries and scaffold learning throughout the day.		NOW: We follow children's interest. How can we create deeper understanding of each child's learning through intentional teaching? NEW: To develop our practice to connect child/rens learning though inquiry using open questioning. To put into practice our learning from Lobethal kindergarten STEM project and tap into available resources to improve our practice. To make STEM visible in our Endless Explorers Program. NEXT: To follow child/children's interest through an inquiry approach.	When educators have developed and embedded open questions to scaffold each child's learning to the next level. When children articulate their thinking, ask questions, find answers and view themselves as a capable learner. Children's learning made visible through the learning environment with wall displays, children's individual folders , floorbook documentation	Term 4	
1.2.2 Educators respond to children's ideas and play and extend children's learning through open-ended	Responsive teaching and scaffolding To build upon children's literacy knowledge through literacy indicators focusing on reading "What does reading look like in preschool" connecting to the regional focus of reading from preschool to high school.		NOW: Collection of literacy data through TROLL to note what children know and where to next. Limited assessment of numeracy. NEW: Working in partnership with Paracombe junior	To regularly share oral literacy practices from preschool to school. To effectively use literacy indicators at preschool from our new learning from the literacy indicators modules with Pauline Harris. Interpreting the PASM to	Continuously through the year.	1 st session 27/3/2018

questions, interaction and feedback.	Numeracy through play and intentional teaching using the numeracy indicators.		<p>primary school teacher through professional conversations and developing a common understanding of "What reading looks like for the early years.</p> <p>Torrens Valley Leaders network and staff to attend four Literacy Modules, unpacking the literacy indicators facilitated by Pauline Harris.</p> <p>How can we map children's numeracy through play?</p> <p>NEXT:</p> <p>Implement PASM assessment for the early years to inform our teaching practice and children's reading.</p> <p>Put Literacy modules learning into practice.</p> <p>Develop a numeracy assessment tool.</p>	improve our literacy practice across preschool to school. To develop a numeracy tool to map children's numeracy learning for programming and assessment.		Some students identifying letters/sounds and wanting to construct words Term 1. in their play.
1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation	<p>Critical Reflection</p> <p>To continuously critically reflect to inform our program.</p>		<p>NOW:</p> <p>No consistent use of critical reflection with children and educator reflection.</p> <p>NEW:</p> <p>Educator reflection to engage with questions from EYLF to deepen our understanding and connect to the principles in EYLF to become more visible.</p> <p>NEXT:</p>	<p>Consistent cycle of critical reflection is visible and embedded into the program.</p> <p>Floorbooks are regularly updated and on display for families and children.</p>	Ongoing	

			Create floorbooks with children. Educators to put their new learning into practice.	Children's student evaluation of shared activities		Egg dyeing
1.3.3 Families are informed about the program and their child's progress.	Information for families To ensure all families have opportunities to be involved with their child's learning.		<p>NOW: We follow the partnership agreements of assessment that are specific to our site needs.</p> <p>NEW: Involve parents and child's voice in the programming via the floorbook and conversations. All children to have an ILP with parent and child voice.</p> <p>NEXT: Celebration of children's learning each term through a presentation/display /learning journal .</p>	<p>ILP's developed and implemented and regularly review with children and parents.</p> <p>Celebration of learning occurs every term.</p>		<p>Interview</p> <p>Summative Report</p> <p>Grandparents</p>

Quality Area 2: Children's health and safety

This quality area of the *National Quality Standard* focuses on safeguarding and promoting children's health and safety.

Quality Area 2: Standards and elements

Standard 2.1	Each child's health 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	<ul style="list-style-type: none">• Children's health needs are identified with parents during the enrolment process and when health concerns arise during the preschool year. (2.1.1)• All medical and health information is displayed for all educators at the site in the office and with the medication.(2.1.1)• Children's accidents are recorded in the accident folder. Parents are contacted in an emergency or child has hit their head. Parent sign the accident form and seek further medical attention if required. (2.1.1)• Child and Youth Health checks are booked once a year when the last enrolled child has turned 4. (2.1.1)• Children are able to access restful areas when required. (2.1.2)• Relaxation period after lunch is offered through meditation music (2.1.2)• Children's hygiene and health needs are consistently supported. Established routines which are embedded in the program ensure children always wash their hands prior to eating, accessing the toilet and using a tissue to blow nose. (2.1.3)• Policies and procedures are followed when children have infectious illnesses or become unwell at preschool. Families are notified when infectious illnesses occur and the last date the child has attended. Families are always called when children are unwell and cared for and comforted until parents arrive. (2.1.4)• Healthy eating is promoted through Seed to Plate program, growing vegetables and cooking the produce. Daily fruit time encourages children to regularly eat fruit/vegetables and individual water bottles and reminders to drink, ensure children are well hydrated. (2.2.1)• All educators and volunteers have current RAN training and police clearance. (2.3.4)• Children are adequately supervised at all times indoor, outdoor areas and at bush kindy. (2.3.2)• Regular risk assessments are undertaken for excursions, incursions, equipment, and environment. (2.3.2)• Children are encouraged to identify risks and to help record risk minimisation measures in the floorbook.
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Key improvements sought for Quality Area 2

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.2.2 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	Incident and emergency Management Update all procedures, fire, in- vac		NOW: Out dated plans, uncertain if procedure is applicable to preschool situation. NEW: To review all procedures in line with DECD. NEXT: develop new plan with assistance from local CFS for fire procedure.	When completed	Term 1-4	DECD Security contacted re Bushfire Procedure

Comment [S1]:

Comment [AR2]:

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	<ul style="list-style-type: none"> Houghton Preschool is in the old principal's house from many years ago. We have made many changes in the past 14 months, using natural materials and children's art to enhance the learning environment. Excess furniture has been removed to provide a more open feel to the learning area. The use of the space is ever evolving, providing areas for engaging learning opportunities. (3.1.1) Houghton preschool has a small yard with 2 fixed playgrounds within this space. The Houghton preschool community have built a mud kitchen, woodwork bench and a making bench. The community have strongly supported the beautification of the outdoor learning environment with upcycling soda bottles and wooden pallets to mini gardens, community threading, development of the veggie patch in the front yard, and a rainbow lid curtain. Educators have designed provocations, small world play areas and the SSO made a branch arch and organised wooden tree trunk chairs and stumps. (3.1.1, 3.1.3, 3.2.1) to connect with our bushland across 4 terms. Educators are focusing on sourcing reusable materials to create opportunities for play and learning. (3.2.2) Children support the identification of what NEXT In terms 2 and 3 children find creative opportunities in the less restricted bushland space.
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Key improvements sought for Quality Area 3

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.3 The service cares for the environment and supports children to become environment ally responsible	Environmentally responsible To conduct a sustainability audit and put into action.		NOW: We have recycling bins, worm farm and veggie patch. NEW: To review our sustainability practices with the children using a sustainability audit. NEXT: To put into practice our sustainable practices.	To identify through audit sustainable practices that embed into our program and routines.	ongoing	

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

Summary of strengths for Quality Area 4

Strengths

- Ratios are maintained at all times with the Principal from Paracombe Primary School on site twice a week to allow for off the floor time for the teacher or SSO. (4.1.1)
- Houghton Preschool and Paracombe Primary School are supportive of each other on both sites. At Houghton Preschool our small staff team recognises each other's strengths, which creates an engaging, fun learning environment for children and educators. The teacher and SSO are in tune with each other and work collaboratively, developing and delivering the program with joint ownership, along with the children. (4.2.1)
- All interaction amongst educators and children are based on mutual respect, equity and recognition of each other's strengths and skills. The Preschool has a very positive atmosphere with staff giving each other regular feedback and encouragement. (4.2.2)
- Staff have a continual improvement 'headset' and are always looking for ways to improve, grow and develop to improve the learning outcomes for each child
- Formal PDP meetings are conducted with the Paracombe Principal
- Principal provides backfills when there is unexpected illness.

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
	Working in isolation	Additional adult at all times	H	Additional school support as required		ongoing	

Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

Standard 5.1	Respectful and equitable relationships are 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

Summary of strengths for Quality Area 5

Strengths	<ul style="list-style-type: none">• Educators and children have formed warm and trusting relationships. Educators believe every child's voice should be heard and provide time and opportunities for children to engage in meaningful discussions. (5.1.1)• Observations and interactions with the children guide planning for meaningful life learning. (5.1.2)• Opportunities are consistently and regularly provided for children to work collaboratively and learn from and help others. This has been especially observed at Bush Kindy with children working collaboratively. (5.2.1)• Each child is consistently encouraged and supported to manage their own behaviour and to respond appropriately to the behaviour of others. (5.2.2)
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Key improvements sought for Quality Area 5

Improvement plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.1 Children are supported to collaborate, learn from and help each other.	Collaborative learning Inquiry the way we learn.		NOW: We notice and document children's ideas for programming NEW: To follow children's questions through inquiry NEXT: How can we successfully follow children's inquiry with limited resources Eg no internet, photocopier? Think outside the square	To overcome site obstacles and follow children's inquiries.	Ongoing	Children manage and support each other with routines



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

Summary of strengths for Quality Area 6

Strengths

- Houghton Preschool and Paracombe Primary School have formed a strong partnership over the last months, since the closure of Houghton Primary School. The teacher and Principal work closely together to connect the two sites together through The Governing council and newsletters. (6.3.4)
- An effective and supportive enrolment and orientation process for families occurs at our Preschool. Information about the child coming to the Preschool is sought to guide initial preschool sessions. (6.1.1)
- Early Years Transition Program (EYTP) has been offered this year to all enrolled children for 2018. Weekly 3hr session with two groups accessing one session per fortnight each. (6.1.1)
- Families are welcome within our Preschool at any time. They are encouraged to contribute to decision making, be actively involved and volunteer. Comprehensive and current information is provided to families through an information board, Program board, learning journal book, newsletter and daily contact.(6.1.2)
- Educators engage with each child and family every day at arrival and departure times. These informal discussions are viewed as an opportunity to build relationships and get to know the child through the parent's knowledge of them. Educators regularly ring parents if children are unwell or just need reassurance.(6.2.1)
- A web page for Houghton Preschool was designed by the teacher to provide current information of the site to the larger community. (6.1.3) We are currently exploring how we can link this page to Paracombe and vice versa.
- Children are provided with high levels of support to facilitate each child's learning and to ensure they are able to participate fully in the program. DECD support agencies are engaged when children require extra support. (6.3.1)
- Current information about community services and resources is provided to families in a variety of formats to support their parenting and wellbeing. Educators make themselves available to assist families with accessing support and information that is relevant to them. (6.2.2)
- Information is shared with families and Paracombe Primary School. The main feeder school is Paracombe Primary School. A small number of children go to private schools in the northern area. (6.3.2)

Key improvements sought for Quality Area 6

Improvement plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.2 The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and well-being.	Parent views To seek parent partnership with their child's learning in a variety of ways.		NOW: Sharing Learning Journey folders with families. Endless Explorers survey. ILP's NEW: Floorbook, Curriculum Learning Journey and Learning Stories feedback/parent voice. NEXT: To critically reflect on families input to improve our practice and create conversation about their child's learning. Encourage parents to join Governing Council.	To have high parental involvement and act upon families constructive input to improve practice.	ongoing	3 preschool parents on Governing Council in 2018. Working Bee all families - Tradies
6.1.3 Current information is available to families about the service and relevant community	Families are supported Through the review of the philosophy.		NOW: Limited information, only through newsletters NEW: Review our philosophy NEXT: Involving all children past and present, families past and present	Completed review of Statement of Philosophy. Representing current staff and families	Term 1	Reception interview

6.2.3 The service builds relationships and engages with its community	Community engagement To provide a supported nature playgroup. Yearlong transitions children from home to preschool and preschool to school.		NOW: Transitions to Paracombe Primary School once a term. NEW: Supported nature Playgroup. Joint incursions and excursions. Yearlong transition from home to preschool for children entering their eligible year 2019. NEXT: Writing a vision for nature play across the sites and sharing with the community why.	Nature playgroup is well attended and we have a flow on in enrolments to preschool. Develop a shared vision of nature play playgroup and preschool. Transitions are planned and reflected each time to improve the transition program to benefit all children.	Ongoing	Supported playgroup through funded SSO teacher attends with grandson

Quality Area 7: Governance and Leadership

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

Quality Area 7: Standards and elements

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

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, coordinators 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	<ul style="list-style-type: none">• Induction processes for new staff are facilitated by the Paracombe Primary School Principal and Houghton Preschool teacher. (7.1.2)• Regular relief staff are used to ensure continuity for staff absences and a process exists for sharing information regarding the program for the day. (7.1.2)• All educators meet the requirements for DECD which include criminal history checks, current first aid, responding to abuse and neglect training.(7.1.5)
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Key improvements sought for Quality Area 7

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
7.1.1 A statement of philosophy guides all aspects of the service's operations.	Service philosophy and purpose Update the Statement of Philosophy		NOW: Philosophy does not reflect current thinking and practices of the site. NEW: To begin the process NEXT: To make the philosophy visible to our whole site community.	Completion of philosophy and shared with the preschool community.	Term 1	Teacher, SSO and Principal highlighted high impact statements in review. Shared conversation focus on learning style and teaching practice.
7.2.3 Educators, co-ordinators and staff members' performance is regularly	Development of professionals All educators to critically reflect their practices.		NOW: Educators are beginning to have performance development meeting with site leader NEW: To critically reflect	Regular performance development meetings and review to improve practice.	Ongoing	Documented. PDPs. Round 1 meetings completed.

evaluated and individual plans are in place to support learning and development.			teaching practice and set action plan to achieve goals. NEXT: To regularly view and reflect and act upon performance development as a continuous plan.	Ongoing conversations with Principal and Partnership peer mentors.		