

Quality Improvement Plan 2019



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	
Lake Windemere B-7 School Children's Centre		SE00014173	
Primary contacts at service			
Physical location of service		Physical location contact details	
Street	Holstein Drive	Telephone	
Suburb	Salisbury North	Mobile	
State/territory	South Australia	Fax	
Postcode	5108	Email	
Approved Provider		Nominated Supervisor	
Primary contact	Department for Education	Name	Michelle Lennox
Telephone	8226-1000	Telephone	8258-0666
Mobile	N/A	Mobile	0419 835 396
Fax		Fax	8281-5850
Email		Email	Michelle.Lennox440@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street	17 Uraidla Avenue	State/territory	South Australia
Suburb	Salisbury North	Postcode	5108

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

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

Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8:45	8:45	8:45	8:45	8:45	10:00-12:30	Closed
Closing time	14:45	14:45	14:45	15:00	14:45	Closed	Closed

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.

- Car park located at the front of the Children's Centre on Holstein Drive, Salisbury North.
- Children in Intensive Speech and Language Program attend group 1 sessions (Monday and Wednesday full day and Thursday morning)
- Kids Blokes and Dad Jokes Playgroup operates each Saturday morning during term time=10:00am-12:30pm
- 2019 Pupil Free Days (12/3/19, either 9/5/19 or 2/9/19, 18/6/19 and 28/10/19)
- School Closure Day (30/8/19)
- 25/2/19- Director at Department for Education Statewide Education Leaders Day
- 26/2/19- Director at Department for Education Statewide Literacy Leaders Day
- 28/5/19-Department for Education Orion Local Partnership Review with Senior Executive Group
- Term 1, week 3,2019 - Director at Portfolio Preschool Stephen Graham professional development
- Term 2, week 2,2019- Director and core educators at Portfolio Preschool Stephen Graham professional development
- Term 2, week 6,2019, Director and teachers at Portfolio Preschool Stephen Graham follow up modelling day professional development
- School holiday dates: Term 1- 29/1/19- 12/4/19, Term 2 29/4/19- 5/7/19, Term 3- 22/7/19-27/9/19, Term 4- 14/10/19 -13/12/19.

How are the children grouped at your service?

In Preschool Program children are grouped into two groups-

Group 1 (Monday and Wednesday full day and Thursday morning) and Group 2 (Tuesday and Friday full day and Thursday afternoon)

In Occasional Care program:

Monday morning Over 2 and Under 2 children

Tuesday morning Over 2 children

Thursday morning Over 2 and Under 2 children

Thursday afternoon Over 2 children

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

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.

Our Children's Centre provides a safe environment where educators, children, families and community members can explore their learning potential and build partnerships to support the care and educational learning of each individual to extend their physical, social, emotional, creative and cognitive development.

The principles and practices that best support our values and the developmental needs of our children, families and community are:

- ⇒ The interests of the child are paramount. We view each child as an active participant in their learning within the context of their family, carer, relationship, culture and community.
- ⇒ Play is viewed as the right of each child and children's learning dispositions, interests, special rights and voice are essential ingredients for the development of all programs.
- ⇒ All centre staff and service providers demonstrate ethical conduct, cultural respect and inclusive practices.
- ⇒ Families are actively encouraged to engage in services, programs, and decision making for their child, themselves and for the community development to support capacity building for all participants.
- ⇒ The programs our centre offers are responsive to the identified needs of the children, families and community.
- ⇒ We utilise Reggio Emilia principles and practices
- ⇒ Our centre provides an integrated service model approach always putting children and families at the centre of our work. Where multiple vulnerabilities are identified a case management approach is adopted to ensure a cohesive and responsive delivery of programs and services in a universal or targeted manner.
- ⇒ Our centre works in partnership with children, families, staff and the wider community to promote health and wellbeing, learning, safety, diversity and development.
- ⇒ We utilise current research, information and data to inform decision making. We report to families, the B-7 site and all other required stakeholders including the DECD Orion Local Partnership.
- ⇒ Centre staff collaborate as a supportive professional team. Each member respects the knowledge, skills and values of their colleagues. We work collaboratively to communicate, reflect, inquire and learn from each other and with each other to build our pedagogical capacity.
- ⇒ Our centre values Nature Play and provides opportunities to access natural materials and environments across all centre programs.
- ⇒ The centre believes environmental sustainability is important and aims to support and promote sustainable practices. January 2019

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.
Standard 1.2	Educators facilitate and extend each child's learning and development.
Standard 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths	<ul style="list-style-type: none">• Children and families contribute to the centre programs through feedback and aspirational data and the development of an individual photo album for their child in the Preschool program.• Families are an integral part of planning and decision making for each child's successful learning. They participate in discussions and feedback to support initial separation and sense of belonging and contribute to individual planning such as Individual Learning Plans, Aboriginal Education Plans, Negotiated Education Plans and Special Option packages.• Families are encouraged and supported to participate in the educational programs through resource development, volunteering, support during incursions and excursions and contribution to resource collections such as Nature Play artefacts.• Educator's documentation now links EYLF, Preschool Numeracy and Literacy Indicators and Reggio Emilia into Centre and portfolio displays.• The centre has collaboratively developed a statement on our beliefs of Critical Reflection and associated educator behaviours.• Floor books are used by each teacher to document inquiry based learning.• The centre enters its 5th year as an Early Learning Language Australia (ELLA) site. Our host language is Spanish which support continuity of learning B-7.• Lake Windemere B-7 Reception and Preschool educators actively engaged in Closing the Gap Professional Learning Committee inquiry and fortnightly play.
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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.
Standard 2.2	Each child is protected.

Summary of strengths for Quality Area 2

Strengths	<ul style="list-style-type: none">• The centre achieved an Exceeding the Standard in QA 2 during NQF Assessment and Rating, March 2017• The centre has developed a policy for safe sleeping developed to align with SIDS recommendations.• Educators have commenced using a benefit and risk analysis approach for assessing the play environments• One staff member trained in Kid Safe playgrounds• Daily playground inspections are documented• The Director is a member of B-7 WHS committee
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Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

Standard 3.1	The design of the facilities is appropriate for the operation of a service.
Standard 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths	<ul style="list-style-type: none">• The centre achieved an Exceeding the Standard in QA 3 during NQF Assessment and Rating, March 2017• Redevelopment of outdoor learning environment December 2017/ January 2018 has supported more child initiated learning, stronger links to Nature Play philosophies and loose parts exploration.• University of SA OT Participatory Community Project 2017- was dedicated to enriching educator knowledge of Nature Play philosophy and strategies to support nature play to be represented in everyday learning.• University of SA OT Participatory Community Project 2018- was dedicated to exploring social and emotional regulation and redeveloping the indoor space to support children's regulation and engagement in learning• Introduction of the Safe Spaces – small tent structure which is brought out and supervised by a staff member have created a quiet zone for children to manage big feelings and support them to regulate emotions.• KESAB audit provided action plan for Centre to increase sustainability.• Parent engagement supported the design and decorate of pavers to incorporate into preschool creek area.• 2019 successful expression of interest for Trauma Informed School initiative to build B-7 Capacity to respond to children with trauma
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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.
Standard 4.2	Management, educators and staff are collaborative, respectful and ethical.

Summary of strengths for Quality Area 4

Strengths	<ul style="list-style-type: none">• The centre achieved an Exceeding the Standard in QA 4 during NQF Assessment and Rating, March 2017• A permanent teacher position was filled in 2018.• A SSO permanent (1.0) position was advertised and filled in 2017.• Existing Aboriginal Community Engagement Officer (ACEO) works across B-7 site creating continuity of care and support for families and children• Existing SSO has enrolled and commenced Diploma in Education and Care• The Centre has supported placement of prior parent for Certificate 3 Education and Care• Ongoing volunteer recognised for service to preschool program – Group 2• Aboriginal Family Literacy Strategy teacher (0.4) contract position 2018 supported an inquiry focus to support engaging Aboriginal 3 and 4 year old children and their families in building their reading capacity.2019 Teacher continues with 1.0 teaching contract in Centre.• Director presents AFLS inquiry project outcomes at Statewide Leaders Day 25/2/19• Staff professional development has focussed on Nature Play, Key Word Signing, Positive Behaviour Strategies, critical reflection, transition and continuity of learning from Occasional Care to Preschool and Preschool to School.
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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.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships.

Summary of strengths for Quality Area 5

Strengths

- The centre achieved an Exceeding the Standard in QA 5 during NQF Assessment and Rating, March 2017
- Leadership qualities of children observable as they offer peer support to Preschool aged children or support younger peers/sibling in Occasional Care
- Child voice documented in Group 1 and Group 2 floor books.
- Educators observed delivering differentiated responses to children based on interests and need.
- Ongoing engagement of educator with prior preschool attendees in B-7 context

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.
Standard 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.

Summary of strengths for Quality Area 6

Strengths	<ul style="list-style-type: none">• The centre achieved an Exceeding the Standard in QA 6 during NQF Assessment and Rating, March 2017• Families voice gathered through surveys, consultations, face to face and online mediums.• Centre selected as a satellite site for Child Family Assessment and Referral network (CFARN)• Centre selected as an outreach to Helen Mayo House Mother Infant Developmental Behaviour Therapy (Mi-DBT) program. Program running October 2018- December 2019• Our centre regularly conducts Circle of Security and Bringing up Great Kids parenting programs.• The Kids, Blokes and Dad's Jokes Playgroup conducted on Saturday mornings demonstrates high attendance each week• Learning Together is now based in the Children's Centre after relocating from the school. The group has a Music and Movement and 2 Playgroups each week of Term. The Learning Together coordinator has joined the Multidisciplinary team to ensure effective communication and planning across the Centre.• Multidisciplinary team are integrated into Learning Together Playgroup and Occasional Care to support parent and staff capacity in child development and parenting knowledge.• The Intensive Speech and Language Program has a new 0.4 Speech Pathologist. The role has been made more distinct with Speech and Language Speech Pathologist role separate to the general DECD Speech Pathologist role.• Aboriginal Community Consultations were conducted in 2017 with recommendations documented to ensure sense of belonging and culturally inclusive environment for Aboriginal families is improved.• Display boards in foyer used to share key child development messages to families and wider community.• Use of social media (Facebook and Skoolbag) to increase reach of Centre information
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Quality Area 7: Governance and Leadership

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

Quality Area 7: Standards and elements

Standard 7.1	Governance supports the operation of a quality service.
Standard 7.2	Effective leadership build and promotes a positive organisational culture and professional learning community.

Summary of Strengths

Strengths

- The centre achieved an Exceeding the Standard in QA 7 during NQF Assessment and Rating, March 2017
- Systemic organisational structures to support cohesive and efficient communication and decision making is operational.
- All staff attend fortnightly Children's Centre staff meetings assisting the team to build a sense of connectivity, shared understanding and ongoing commitment to QIP priorities with shared accountability.
- All staff participate in professional development reviews each semester.
- Teachers participate in a 3way professional conversation in term 1 and 3 linking their professional learning to the AITSL standards for teachers.
- FSC and Allied Health roles each participate in clinical supervision each term.
- Director is a member of B-7 Leadership team, Governing Council, WHS and PAC committee

Quality Area 1 Educational program and practice

- 1.1.2 Documentation of inquiry based curriculum incorporates child voice and learning dispositions using a Floor Book approach
- 1.2.3 Staff Integrate Key Word Signing, I wonder questions, Dialogic reading into everyday interactions with children to refine inclusive and professional pedagogy

Quality Area 4– Staffing arrangements

- 4.2.1 Build staff capacity to incorporate Stephen Graham Literacy philosophy into personal pedagogy.
- 4.2.2 Educators build capacity to recognise, observe, reflect, question and document Literacy in each child's learning using focus text and differentiated teaching

Quality Area 6 Collaborative partnerships with families and communities

- 6.1.3, 6.2.2 Continue to build active engagement of our culturally diverse community to support increased inclusion, and improvement to programs and service delivery in reading and literacy

**Site Priority 1
Reading**

**To build educator expertise to embed the Big 6 of Literacy into their daily teaching and learning with each child
2019: Key focus:**

Oral Language and vocabulary

- ♦ Integrating Literacy through the lenses of:
 - Stephen Graham philosophy
 - Differentiated lessons and focus text
 - Key Word Signing
 - Book making
 - I wonder questions
 - Dialogic reading



Improvement planning

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
	Approach to oral language development across Centre is fragmented	All educators can plan for oral language development across the curriculum		<p>Staff will collaboratively develop big picture and detailed breakdown of a focus text each term including Literacy, Numeracy, Inquiry, play opportunities (rhyme and embed text into provocations)</p> <p>Use information from the State wide Literacy Day Use expertise of Department for Education ,Intensive Speech and Language and Allied Health Speech Pathologists to build educator capacity</p> <p>All educators will use the same focus text for all Preschool children each term. Multiple copies of text will be purchased</p> <p>Supplementary text related to big picture idea will be identified and utilised</p> <p>In everyday interactions and activities educators will use responsive stimulation strategies and draw on Speech Pathologist in Centre as required.</p>	<p>All educators can contribute, implement and review big picture planning.</p> <p>Documentation of big picture view is available and can be discussed by all educators.</p> <p>Director and Speech Pathologists will attend and disseminate information through staff meetings and reflective summary of content.</p> <p>Texts will be selected and purchased. Planning specific to text will be developed by team and speech pathologists.</p> <p>Use and application of supplementary text will be documented by educators in support of small group inquiry.</p> <p>Individual educators observations, and personal reflections will be documented and next steps identified following analysis of video/ audio documentation.</p>	<p>Each term</p> <p>26/2/19</p> <p>Each term</p> <p>Each term</p> <p>Each term</p>	
	Aboriginal Family Literacy Strategy 2018 and Orion Partnership 2018 reading audit both identified limited opportunities outdoors to engage with text	All educators will collaboratively build a dedicated outdoor reading space		<p>Purchase equipment to refine area</p> <p>Differentiate children for shared, interactive and dialogic reading strategies</p> <p>Purchase texts covering all genre type</p> <p>Embed 'I wonder 'questions</p>	<p>Purchases acquired and Library area modified</p> <p>Programming/ staff meeting minutes detail children's initial groups and reasons for progression across the year</p>	<p>Term 1,2019</p> <p>Each term</p> <p>Term 1,2019</p>	

				across site			
	Build educator capacity to implement differentiated curriculum at small group time	All educators will teach and evaluate each child's learning at small group time		Teachers and SSO will differentiate children and lesson plan into low/medium/high abilities within each small group All educators will collaborate to develop personal goals for each child in consultation with their family. Educators will evaluate each lesson and use formative assessment to determine next step of child's learning.	Documentation of lesson plans including differentiation in teaching content. Documentation of individual child progress against the lesson and personal goals discussed with educators and family	Term 4,2019	
	Department for Education has Identified Reading as a portfolio priority.	All Portfolio staff will engage in Stephen Graham professional learning		Portfolio Leaders day Portfolio Preschool Pupil Free Day Portfolio Preschool follow-up modelling day	Participation in professional learning Staff meeting minutes document key learning and implications for practice. PDR state personal goals in relation to PD	Term 1 week 3 Term 2, week 2 Term 2, week 6	
	Aboriginal reading achievement data across the portfolio is lower than non-indigenous cohorts. Decision at portfolio level to develop P-12 Aboriginal data sets	All Aboriginal children's literacy skills will be measured using TROLL (Teacher Rated Oral Language and Literacy)		Each focus teacher will complete TROLL for each Aboriginal focus child	Completed TROLL results for Aboriginal children in term 1 and 4	Term 1 and Term 4,2019	
	Data sets on Preschool Numeracy and Literacy Indicators (PNLI) not used to determine programming strategies	All teachers use moderated data to determine differentiation for each child within the terms focus text.		Focus teachers use child observations to determine and map individual children's progress against PNLI Focus teacher feed data into programming for focus text	Each teacher analysis of individual observations mapped onto PNLI data wall	Each term	
	Book making strategy supports children to develop skills of author/illustrator	All educators will develop book making skills		Discussion , documentation and determination of dedicated location and resources Coaching and mentoring by trained staff	Documented plan of book making implementation PDR goals, feedback and documentation		

				Access Book Making resources on t:drive		
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Analyse and identify improvement opportunities for continuity of learning and information sharing as each child transitions from Occasional Care to Preschool and Preschool to School.



Site Priority 2 Transition

Quality area 6: Collaborative Partnerships with families and communities

4.2, 7.2.

Develop and document site based Transition policy, processes and roles and responsibilities to ensure continuity of learning for each child as they transition Preschool into school.

6.1.2, 6.2.1

Develop and document shared understanding of continuity of each child's learning through Better Goodbyes Occasional Care and Preschool and Closing the Gap play/PLC Preschool to school.

Improvement planning

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
Element 4.2.1 5.1.1 6.2.1	Closing the Gap project 2018 has initiated relationships between Preschool and Reception staff. The PLC wishes embed transition Preschool to Reception through policy and curriculum continuity	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.		Continue PLC. Set dates and priority for 2019 Document and ratify policy Set schedule for classroom/ preschool visits Document PLC and Closing the Gap play through t:drive, PLC folder and floor book	All PLC meetings conducted and minuted Policy ratified by Governing Council Scheduled play sessions occur T:DRIVE, Floor book and folder updated to reflect all PLC and play sessions	Ongoing Term 1,2019 Ongoing Ongoing	

Quality Area 2: Health practices and procedures

2.1.2 Effective illness and injury management and hygiene practices are promoted and implemented.

Quality Area 6 Collaborative partnerships with families and communities

6.1.2, 6.1.3 Increase avenues to sharing information on parenting and child development with families and community through social media

Quality Area 7 Leadership and service management

7.1.2, 7.2.1 Improve responsiveness of community programs and services to local context by integrating AEDC data analysis into planning and decision making processes e.g. Local Assessment of Needs (LAN)

Quality Area 4 Staffing arrangements

Quality Area 7 Governance and Leadership

4.2.1 Centre based staff build capacity to use Berry Street Take 2 Healing Childhood Trauma philosophy and strategies into pedagogy

Site Priority 3 Wellbeing

2.1.2: New procedures for medication, Anaphylaxis and severe allergy are embedded

5.2.2. Each child is supported to regulate their behaviour, respond appropriately to the behaviours of others and communicate effectively to resolve conflict.

- ◆ How do we integrate wellbeing strategies into a holistic response to all children and families in the Centre?
- ◆ Continue to build staff capacity to recognise and respond to child and family wellbeing situations

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
Element 2.1.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	Implement the new departmental Health Support Planning for medication management and Anaphylaxis and severe allergies	M	<p>Read both procedures</p> <p>Develop power point to explain new system to staff including Receptionist and multidisciplinary staff</p> <p>Print off new documents and set up folders for Preschool room /Community space</p> <p>Monitor implementation and modify as required</p>	<p>Procedures read by key staff- Director/ permanent SSO</p> <p>Powerpoint developed and shared with staff team.</p> <p>Folder assembled Staff meeting agenda and minutes</p> <p>WHS review of new system at staff meeting</p>	<p>Term 4, 2018/ Term 1, 2019 to cover staff changes</p> <p>Term 4, 2018 then again term 1, 2019 to cover staff changes</p> <p>Term 1, 2019</p> <p>ongoing</p>	
5.2.2	Emotional regulation of children remains an ongoing need due to individual children's trauma and developmental diagnosis	Professional learning on Berry Street Take Two healing childhood trauma	H	<p>Professional learning conducted by Allied Health OT</p> <p>Link with B-7 PD</p> <p>AH OT coaching educators during the preschool., Occasional Care program operation</p>	<p>Documentation of PD Reflective feedback of educators Staff meeting analysis of learning Participation in B-7 PD</p> <p>PDR documentation and evidence</p>	<p>Term 2, 2019</p> <p>Ongoing</p> <p>ongoing</p>	