

Beachport Preschool

Quality Improvement Plan 2015



Government of South Australia
Department for Education and
Child Development

Service details

Service name	Service approval number
Beachport Preschool	
Primary contact at service	
David Hodges - Principal	
Physical location of service	Physical location contact details
Street: Golf Course Rd. Suburb: Beachport State/Territory: SA Postcode: 5280	Telephone: 87358124 Mobile: 0402453089 Fax: 87358228 Email: dl.0519_leaders@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Trish Strachn Telephone: 8226 1000 Mobile: Fax: Email:	Name: David Hodges (Principal) Telephone: 87358124 Mobile: 0402453089 Fax: 87358228 Email: dl.0519_leaders@schools.sa.edu.au
Postal address (if different to physical location of service)	
Street: Flinders St Suburb: Adelaide State/Territory: SA Postcode: 5000	

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided.

For centre-based services, this does not include non-contact hours for staff. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. Round times to the nearest quarter of an hour.

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

For family day care services or multi-site services, please provide the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8.30	8.30			8.30 fortnightly		
Closing time	3.15	3.15			3.15 fortnightly		

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.

Beachport Preschool is open during school terms only on Monday and Tuesdays each week and Friday each fortnight . The preschool works on site along side the Beachport Primary School.

Parking is available in the main school car park off Golf Course Rd.

The Robe CCOWS mobile child care service operates in our preschool on Wednesdays and operates during most school holidays.

How are the children grouped at your service?

Children 3 and a half years old attend for 30 hours per fortnight.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan Nominated Supervisor

– David Hodges (Principal)

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 0

Service statement of philosophy

Beachport Preschool – Philosophy Statement

At Beachport Preschool we believe that every child is a unique individual. They come to us with varying backgrounds, wide ranging interests and individual learning styles. As teachers we provide them with a stimulating learning environment in which they will develop the skills and dispositions to become enthusiastic, lifelong learners and happy, active members of our school and wider community. We value and encourage learning through play and teach our children how to make informed decisions and good choices. We recognise that learning in all areas – cognitive, linguistic, creative, physical, emotional and social – is of equal importance.

We believe in reflective practice where we share our observations and knowledge of our children and their learning and plan meaningful learning experiences which further their potential. We cultivate a culture of respect and trust with children, staff, parents and other caregivers. Our decision making is always based on what is best for the children learning in our care.

We value each child's learning needs and strive to maximise their learning potential. We value what parents and families contribute to their child's learning and the important role they have in shaping their child's development. We believe that children thrive in environments which are safe and nurturing and provide a strong transition program which supports children as they transition from Preschool to the School environment.

Our values are Care, Attitude, Responsibility and Effort and these guide our relationships with members of our preschool / school and wider community.

Review: Feb 2016

Quality Area 1: Educational program and practice

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children’s learning and development. In school age care services, the program nurtures the development of life skills and complements children’s experiences, opportunities and relationships at school, at home and in the community.

Quality Area 1: Standards and elements

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.	
	Element 1.1.1	Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence, as learners and effectiveness as communicators.
	Element 1.1.2	Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child’s learning.
	Element 1.1.4	The documentation about each child’s program and progress is available to families.
	Element 1.1.5	Every child is supported to participate in the program.
	Element 1.1.6	Each child’s agency is promoted, enabling them to make choices and decisions and influence events and their world.
Standard 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
	Element 1.2.1	Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	Element 1.2.2	Educators respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning.
	Element 1.2.3	Critical reflection on children’s learning and development, both as individuals and in groups, is regularly used to implement the program.

Strengths	<p>QA1: Educational program and practices.</p> <p>At Beachport Preschool we are a small school that knows our community and quickly learn about our children and value their families’ backgrounds and history. We learn about the children through visits to playgroup and childcare and community interaction. In a town the size of Beachport we regularly see the children in the shops, down the street, in everyday life and build these relationships early and gain knowledge of the children and their families from an early age. This knowledge helps to cater for the needs of the children and their families.</p> <p>At Beachport Preschool we develop routines early to help the children feel comfortable, safe and secure at the Preschool. We set up a variety of indoor and outdoor learning experiences catering for the different learning needs of all children. We encourage playful learning and see children as capable and competent learners. We are flexible in our programming so we can quickly follow the interests of the group, as this engagement enhances their learning. An example of this was a visit from the Health nurse, which captured the imagination of the children and a ‘Medical Clinic’ was set up in the room to engage the kids in their learning.</p> <p>Our families are aware of the learning journey of their children through regular communication and the use of a “Community Sharing Book” and “Homebooks.” We begin the year with a Parent Information Night, which engages parents in the curriculum and the learning of their children. The books reflect the learning journey’s individually and as a group. The stories are reflected in observational notes and photographic evidence.</p> <p>The Preschool educator uses the EYLF to plan intentional learning experiences. The planning is documented and shared with the Principal. The educator reflects on the learning of the children each day and formally in the weekly planning journal.</p>
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Key improvements sought for QA1

Standard/element	1.1
Identified issue	Term reflection of student learning needs to be implemented.
Standard/element	1.2
Identified issue	Staff are still familiarising with the Literacy and Numeracy Indicators.

QA1: 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
1.1	Clear processes are in place to record programming, planning and reflection.	H	<p>Continue to develop and refine programming format.</p> <p>Continue to develop community sharing book to include individual child's page for parents to contribute to.</p> <p>Add term reflection of student learning to Portfolios (Statement of learning)</p> <p>We will actively record these reflections and the consequent planning/programming decisions within our written program and include the voices of families and children.</p>	<p>Evidence of programming, planning and reflection through Community Book, Portfolios, weekly and term program and anecdotal notes.</p> <p>Our programming documentation will show information about all children and clear links to future planning.</p>	End of T2, 2015	<p>Term meetings.1,2,3&4</p> <p>Info on all children documented but needs to be put onto data base.</p> <p>All children have Profile Books.</p>
1.1	Our early childhood program and practices develop powerful and engaged learners.	M	<p>Are you listening? By Lisa Burman as a book club.</p> <p>Engaging in Powerful learners and playful pedagogies project across 2015.</p>	<p>Engagement and well-being tool and other data collected through the project indicate an improvement in engagement.</p> <p>Achieved "strengthening" on the DECD transition rubric in the pedagogy and play section.</p>	End of 2015	<p>Preschool and Early Years teachers registered for Project and have attended first T&D (T1, 2015)</p>
1.2	Planning cycle is linked to learning goals, and includes reflection, next steps and learning	M	<p>When children enter the preschool we will evaluate their parent questionnaire</p>	<p>Our programming documentation will show information about all children and clear links to future planning.</p>	End of T2, 2015	

	experiences and includes the voice of families and children.		and literacy/numeracy quilt if available.			
1.2	Become familiar and confident with the Preschool Literacy and Numeracy indicators.	M	Utilise regional T&D days, Hub group meetings and collegiate support networks to develop understanding of Indicators.	Children's progress in Numeracy and Literacy is evidenced by the Indicators across the year.	End of 2015	Staff member attends Hub group meetings and is supported by mentor at Robe Kindergarten.

Quality Area 2: Children’s health and safety

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

Quality Area 2: Standards and elements

Standard 2.1	Each child’s health is promoted.	
	Element 2.1.1	Each child’s health needs are supported.
	Element 2.1.2	Each child’s comfort is provided for and there are appropriate opportunities to meet each child’s need for sleep, rest and relaxation.
	Element 2.1.3	Effective hygiene practices are promoted and implemented.
	Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
Standard 2.2	Healthy eating and physical activity are embedded in the program for children.	
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
Standard 2.3	Each child is protected.	
	Element 2.3.1	Children are adequately supervised at all times.
	Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
	Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.

Strengths	<p>QA2. Children’s Health and Safety</p> <p>At Beachport Preschool the individual health needs of all children are supported. For example, we have a child with Type 1 diabetes who is cared for and the Preschool educator is learning about testing Blood Glucose Levels and adjusting an insulin pump, to support this child and his family. The environment allows for rest and relaxation times, both inside and outside, as children desire. Hand washing and hygienic practices are in place after toilet visits, prior to eating and in general life.</p> <p>At Beachport Preschool the Right Bite eating strategy is promoted to parents and children are encouraged to make healthy choices. We have a vegie patch which we use to cook healthy snacks for the children. We have an extensive outdoor area and equipment which encourages children to be physical and keep fit. We also have access to the school oval for physical fitness and we run a dance program.</p> <p>At Beachport Preschool we ensure that children are supervised at all times. The Child Protection Curriculum is taught throughout the year. Educators are trained in RAN training and first aid. The physical environment is monitored and maintained by the school Groundsman.</p>
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Key improvements sought for QA2

Standard/element	2.1
Identified issue	Preschool policies need reviewing and updating to include all elements required by NQS. Eg. Washing and schedules for cleaning regularly used items.

QA2: 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
2.1	<p>Review and maintain policies and schedules to ensure safe practices are in place.</p> <p>Procedures and schedules are in place with documentation.</p> <p>Prepare and implement a diabetes care plan.</p>	H	<p>The team will review and update existing schedules and policies. Check DECD website and contact other site for information.</p> <p>Visit Kangaroo Inn Area School to discuss and compare policies.</p> <p>Set up hand washing visual prompt, create templates for toy washing and outdoor hazard checklist.</p>	Policies are documented and accessible in dedicated Policy Folder. Policies are accessible to all staff and parents.	End Term 2 2015	

Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

Standard 3.1	The design and location of the premises is appropriate for the operation of a service.	
	Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
	Element 3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	
	Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
	Element 3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.
Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	
	Element 3.3.1	Sustainable practices are embedded in service operations.
	Element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

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

Standard/element	National Law (section) and National Regulations (regulation)
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
3.2.2	regulation 105 Furniture, materials and equipment
3.1.1	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	regulation 109 Toilet and hygiene facilities
3.1.1	regulation 110 Ventilation and natural light
3.1.1	regulation 111 Administrative space
3.1.1	regulation 112 Nappy change facilities
3.2.1	regulation 113 Outdoor space—natural environment
3.1.1	regulation 114 Outdoor space—shade
3.1.3	regulation 115 Premises designed to facilitate supervision
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)

	Related requirements
	Part 3 of the National Law: Service Approval
	regulation 25 Additional information about proposed education and care service premises
	Regulations 41-45 Service waiver and temporary waiver

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths	<p>QA3: Physical Environment</p> <p>At Beachport Preschool, in consultation with parents, children and staff, we have improved our outdoor learning space to enable outdoor learning all year round. The furniture and equipment is in good condition and is regularly maintained or replaced as required. The Preschool is cleaned each night and the equipment is monitored and cleaned when necessary by the educator and children.</p> <p>At Beachport Preschool we have a variety of learning spaces. We are fortunate to have a private yard with built and natural play spaces. The yard has potential for sustainability practices and environmental learning. We currently have a vegie patch which the children plant and observe. The children take ownership and are responsible for its care.</p>
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Key Improvement sought for QA 3

Standard/Element	3.3
Identified issue	A greater emphasis on sustainable practices is required for children and families to understand this priority.

QA3: 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
3.3	<p>Children are environmentally responsible and show respect for the environment.</p> <p>Families are informed about curriculum and learning specifically sustainability.</p>	M	<p>Work with children to plan and establish flower and vegetable gardens in the Preschool.</p> <p>Further develop understandings of our role in sustaining the environment through a range of practices.</p> <p>Develop community sharing book.</p> <p>Connect rainwater tank.</p> <p>Build understandings of nature play to enrich learning, incorporating local and Indigenous connections.</p> <p>NRM Grant to plant indigenous plants.</p> <p>Carolyn to attend Nature Play T&D</p>	<p>Children are engaged in an on-going project and have a sense of responsibility and ownership of their environment.</p> <p>Term overview and student profiles contain sustainability information.</p> <p>Curriculum is connected to sustainability and nature play including cultural confidence.</p>	Term 3 2015	Gardens established and maintained by children.

Quality Area 4: Staffing arrangements

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

Quality Area 4: Standards and elements

Standard 4.1	Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing.	
	Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.	
	Element 4.2.1	Professional standards guide practice, interactions and relationships.
	Element 4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
	Element 4.2.3	Interactions convey mutual respect, equity and recognition of each other’s strengths and skills.

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

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulation 169	Offence relating to staffing arrangements
4.1	regulation 118	Educational leader
4.1	regulations 119–120	Age and supervision requirements
4.1	regulations 121–124	Minimum number of educators required

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulations 125–128	Educational qualifications for educators
4.1	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1	regulations 137–143	Approval and determination of qualifications
4.1	regulation 144	Family day care educator assistant
4.1	regulations 145–15	Staff and educator records—centre-based services
4.1	regulation 153	Register of family day care educators
4.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
	Related requirements	
4.1	section 161	Offence to operate education and care service without nominated supervisor
4.1	section 162	Offence to operate education and care service unless responsible person is present
4.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1	regulations 46–54	Supervisor certificates
4.2	regulation 55	Quality improvement plans
4.1	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.

Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths	<p>QA4: Staffing Arrangements</p> <p>At Beachport Preschool we are staffed by a Preschool educator who has recently completed a Bachelor of Early Childhood Education. Our educator is committed and always eager to learn and develop her skills. She is involved in local hub groups and mentored by a local director. We have a full-time SSO due to the medical needs of a child. Together they collaborate to form a great team. They work closely with support staff, such as Disability Co-ordinators and Speech Pathologists at the Regional Education Office to provide targeted programs for children with identified needs.</p> <p>The Preschool educator regularly meets with the Principal for professional conversations and visits local sites to learn, collaborate and gain support from peers. The educator engages in Training and Development regularly and this year is involved an Early Years Project, "Powerful Learning through Playful Pedagogies."</p>
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Key improvements sought for QA4

Standard/element	4.2
Identified issue	The Induction Manual requires updating to reflect 2015 changes.

QA4: Improvement plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.1	Revisit and update Induction Manual with all appropriate information.	M	Principal to update Information and Induction Book to reflect 2015 changes. Visit another site for ideas.	Up to date Induction Book	End T2 2015	2014 Induction written.



Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

Standard 5.1	Respectful and equitable relationships are developed and maintained with each child.	
	Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
	Element 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	Element 5.1.3	Each child is supported to feel secure, confident and included.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
	Element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
	Element 5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
	Element 5.2.3	The dignity and the rights of every child are maintained at all times.



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

Standard/element	National Law (section) and National Regulations (regulation)	
5.2	section 166	Offence to use inappropriate discipline
5.1, 5.2	regulation 155	Interactions with children
5.2	regulation 156	Relationships in groups
	Related requirements	
5.1, 5.2	regulation 73	Educational program
5.1, 5.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1, 5.2	regulation 162(2)(j) 155 and 156	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations

Quality Improvement Plan for QA5

Summary of strengths for QA5

Strengths	<p>QA5: Relationships with Children</p> <p>At Beachport Preschool we are small site and we know our students well and our children are comfortable in the environment. The Beachport childcare and playgroup are run from the Preschool room and many of our children spend time in this room, in the years leading up to Preschool. This creates a familiarity with the environment, helping the children to feel comfortable when they begin Preschool.</p> <p>All staff understand the EYLF and the principles of the NQS and are able to engage in appropriate ways with children. We develop our learning program to engage relationships with all children and families. As mentioned in QA1, we develop these relationships from an early age. The Preschool educator lives in Beachport and knows the children, often from birth. This creates a family-feel and strong relationships between the educator, children and families. We pride ourselves on the relationships developed and fostered. The children of Beachport Preschool are happy, supported through conflict resolution and respected for their differences. Our staff believe in the rights of children and this is reflected in the interactions between staff and children.</p>
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Key improvements sought for QA5

Standard/element [number]	5.2
Identified issue	Behaviour code requires revisiting.
Standard/element [number]	5.2
Identified issue	Parent Handbook requires updating.



QA5: 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
5.1	Develop powerful relationships and learning through peer support.	M	Buddy projects with UP class	Preschool students regularly working and learning with UP class.	End T2 2015	
5.2	Updated Behaviour Management Policy	H	Principal to update Site Behaviour Code exemplar.	Completed Policy reflecting Early Childhood requirements	End T2 2015	
	Update Parent Handbook to reflect QA 5 relationships.	M	Principal to update Parent Handbook.	Parent handbook updated and released.		

Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

Standard 6.1	Respectful supportive relationships are developed and maintained.	
	Element 6.1.1	There is an effective enrolment and orientation process for families.
	Element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
	Element 6.1.3	Current information about the service is available to families
Standard 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.	
	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
	Element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
Standard 6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.	
	Element 6.3.1	Links with relevant community and support agencies are established and maintained.
	Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	Element 6.3.3	Access to inclusion and support assistance is facilitated.
	Element 6.3.4	The service builds relationships and engages with their local community.

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

Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 157	Access for parents
	Related requirements	
6.1, 6.2	section 172	Offence to fail to display prescribed information
6.1, 6.2, 6.3	section 175	Offence relating to requirement to keep enrolment and other documents
6.1, 6.2, 6.3	regulation 73	Educational programs
6.1, 6.2, 6.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1, 6.2, 6.3	regulation 75	Information about the educational program to be kept available
6.1, 6.2, 6.3	regulation 76	Information about educational program to be given to parents
6.1, 6.2, 6.3	regulation 80	Weekly menu
6., 6.2, 6.3	regulation 86	Notification to parents of incident, injury, trauma and illness
6.3	regulation 99	Children leaving the education and care service premises
6.3	regulation 102	Authorisation for excursions
6.1, 6.2,6.3	regulation 111	Administrative space (centre-based services)
6.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation
6.1, 6.2, 6.3	regulation 171	Policies and procedures to be kept available
Standard/element	National Law (section) and National Regulations (regulation)	

6.1, 6.2, 6.3	regulation 172	Notification of change to policies or procedures
6.1, 6.2, 6.3	regulation 173	Prescribed information is to be displayed
6.1	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1, 6.2, 6.3	regulation 181	Confidentiality of records kept by approved provider
6.1, 6.2, 6.3	regulation 182	Confidentiality of records kept by family day care educator
6.1, 6.2, 6.3	regulation 183	Storage of records and other documents

Quality Improvement Plan for QA6

Summary of strengths for QA6

Strengths	<p>QA6: Collaborative partnerships with families and communities</p> <p>At Beachport Preschool we have an effective enrolment and orientation process. Beachport Primary and Preschool offer a playgroup to young families to familiarise with Beachport Primary and Preschool and build relationships with these families. We offer pre-entry visits to children the year prior to beginning Preschool. Parents have the opportunity to join the school Governing Council and Parent Club, to be involved in school governance and decision making.</p> <p>At Beachport Preschool we have regular communication with families both formally and informally. Being a small site, all parents drop off and pick up their children providing opportunities for regular conversations about their child and what's happening. We have offered parenting booklets and are exploring ways to share pamphlets and information with our community.</p> <p>We collaborate with Regional Education Office and their support staff. We connect with the local community and visit the public library once a term. There is a close relationship between the CCOWS childcare, playgroup, Preschool and Junior Primary class of the school, allowing for smooth transitions. The children are involved in whole school activities; spend time in the JP classroom and in the yard. The Preschool and JP class have a scheduled learning block where the classes are combined for playful learning. The community are encouraged to share with the Preschool and engage the children in their learning. For example, the local CFS fire truck visited the school.</p>
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Key improvements sought for QA6

Standard/element [number]	6.3
Identified issue	Further develop connection with wider community.
Standard/element [number]	6.3
Identified issue	Community information for families requires development

QA6: 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	Completed Parent Information Book (PIB)	H	Introduction statement in the PIB to be updated.	Completed statement	End T3 2015	Partially complete.
6.3	Access to Community Services Information is easily accessible to parents etc.	M	Team to collect a range of resources to share with families in an easily accessible area.	Completed folder with up to date information and resources.	End T3 2015	
6.3	Building effective relationships and pedagogy across Preschool and Reception		Taking part in Powerful learners project	Transition rubric Attendance at Lisa Burman, project work Start morning joint learning with Reception/1 Engagement and well-being tool	End 2015	

6.3	Build connection with the community		Connect with seniors in the community. Explore information sharing on Parent Noticeboard	Community information available to parents and families.	End 2015	
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Quality Area 7: Leadership and service management

This quality area of the *National Quality Standard* focuses on effective leadership and management of the service that contributes to quality environments for children’s learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

Quality Area 7: Standards and elements

Standard 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	
	Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
	Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
	Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
Standard 7.2	There is a commitment to continuous improvement.	
	Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service’s operations.
	Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
	Element 7.2.3	An effective self-assessment and quality improvement process is in place.
Standard 7.3	Administrative systems enable the effective management of a quality service.	
	Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.
	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.

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

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.5	section 12	Applicant must be fit and proper person (provider approvals)
7.1.5	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.5	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.3.1	regulations 158-162	Attendance and enrolment records
7.1.5	regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
7.1.5	regulation 164	Requirement for notice of new persons at residence
7.3.1	regulation 167	Record of service's compliance
7.1.1, 7.3.1, 7.3.4, 7.3.5	regulations 168-172	Policies and procedures
7.3.1	regulations 173-176	Information and record-keeping requirements
7.3.1	Regulations 177-180	Prescribed records
7.1.1	regulations 181--184	Confidentiality and storage of records
	Related requirements	
7.1.5	regulation 14	Application for provider approval by individual
7.1.5	regulation 15	Application for provider approval by person other than an individual

7.1.5	regulation 16	Matters relating to criminal history
7.2.3	regulation 31	Condition on service approval - Quality improvement plan
7.1.5	regulation 46	Application for supervisor certificate
7.2.1, 7.2.3	regulations 55-56	Quality improvement plans

Quality Improvement Plan for QA7

Summary of Strengths

Strengths	<p>QA7: Leadership and service management</p> <p>Beachport Preschool is managed in consultation with the Principal and Governing Council. The Principal and educator work collaboratively to ensure a positive culture and effective management of the Preschool. We have an induction for new staff, supported by the educator who is a permanent employee. We promote a professional learning community by working collaboratively and sharing the learning journey as a whole staff at staff meetings. Being a small, on-site Preschool allows for regular communication between Preschool and School staff.</p> <p>The Principal and educator meet regularly to discuss Performance Development and the Quality Improvement Plan. We collaborate to support one another and develop professionally. We believe learning and improvement is ongoing and staff are committed to continuous improvement.</p> <p>At Beachport Preschool, the administrative systems are linked closely to those of the school. The Administrative Officer for Beachport Primary and Preschool is responsible for the Early Years System to upkeep data on our children. The Preschool has a folder of policies and procedures which is regularly reviewed and updated.</p>
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Key improvements sought for QA7

Standard/element	7.1
Identified issue	Principal is new to Early Years and needs to collaborate with Preschool staff.
Standard/element	7.2
Identified issue	Parent survey to be created to allow opportunities for formal feedback.

QA7: 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
7.2.2	Effective Performance Development processes are implemented.	M	Develop prochat timeline and performance plan is connected to QIP and site priorities.	Regular collaborative and supportive Prochats take place, preschool teacher's development is a priority of the site leader.	End T2, 2015	
7.1.4	Principal and educator work collaboratively to develop understandings of NQS, EYLF and RRR.	M	Principal to participate in Playful pedagogies project	Principal and educator working collaboratively to provide best practice preschooling.	End of 2015	
7.2.3	Provide an opportunity for parents and families to provide feedback on the performance of the Preschool.	M	Survey parent community for feedback.	Parent's providing input, preschool educator and principal analysing data and committing to continual improvement.	End T2, 2015	