

# Quality Improvement Plan



**Bland Pre-School**



**2015 - 2016**

**Service Details**

<b>Service name</b>	<b>Service approval number</b>
Bland Preschool	SE-00006661
<b>Primary contact at service</b>	
Carlie Mayberry	
<b>Physical location of service</b>	<b>Physical location contact details</b>
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<b>Postal address (if different to physical location of service)</b>	
Street: PO Box 21 Suburb: West Wyalong State/territory: NSW Postcode: 2671	

## **Operating Hours**

Bland Preschool is open from 8.30am- 5pm Monday- Friday during NSW school terms. The children are in attendance between 9am and 3pm.

### ***Bilby Room***

- 4 year olds attend, Wednesday and Thursday.
- 3 year olds attend Friday.

### ***Gecko Room***

- 4 year olds attend Monday, Tuesday Wednesday and Thursday.
- 3 year olds attend Friday.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	09:00	09:00	09:00	09:00	09:00		
Closing time	15:00	15:00	15:00	15:00	15:00		

### **Additional Information about Bland Preschool**

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

- Staff Car Park
- On-street parking for families
- Bus Zone
- School holidays dates: 2 April to 20 April, 26 June to 13 July, 18 September to 6 October and 18 December 2015 to Monday, 27 January 2016
- School Development Days: First day of Term 1, First Day of Term 2, First Day of Term 3, Last two Days of Term 4

How are the children grouped at your service?

- 4-5 year old Monday / Tuesday Class – 20 children
- Two 4-5 year old Wednesday/ Thursday Class – 50 children
- Two 3 year old Friday Classes – 45 children

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

Carlie Mayberry – Acting Senior Early Childhood Educator and Coordinator, Educational Leader and Nominated Supervisor.

### **Bland Preschool Philosophy**

Our preschool is a council run service catering for children ages 3 to 5 years in West Wyalong and surrounding towns of the Bland Shire.

#### **Program & Practice**

- We encourage children to learn through collaboration and communication with other children and are given opportunities to practice and consolidate their skills in all learning areas including: literacy and numeracy; creative and expressive arts; and social and emotional development to become confident and involved learners.

- We aspire to implement a child centred, educational and play based program based upon the Learning Outcomes, Principles and Practices outlined in Early Years Learning Framework (EYLF) – Belonging, Being and Becoming, and Standards from the National Quality Framework.
- We aim to celebrate diversity within our service and play a role in fostering and developing an understanding of diversity and inclusion.
- We strive to implement a flexible program including experiences and routines that are responsive and contribute to each child's current knowledge, ideas, culture, abilities and interests, and drawn from a variety of methods, including observation and reflection

### **Educators & Staff:**

- We strive to employ qualified and experienced staff who are committed to working for the best interests of children and families, whilst providing staff with ongoing professional development.
- We aim for secure, respectful and reciprocal relationships, promoting the educators' and child's sense of belonging and to develop a strong sense of wellbeing.
- We believe in nurturing an environment of teamwork, where all staff are valued and their contribution is acknowledged.

### **Children:**

- We endeavour to value the individual needs of all children within the context of their family, cultural group and their community.
- We believe children have a right to play and be active participants in their own learning, whilst contributing to the program by following their interests, enhancing their learning dispositions and enabling them to develop relationships.
- We encourage children to develop confidence and positive self esteem through a supportive and secure environment
- We believe that in order for children to actively engage in the program they need to feel like they belong.
- We believe that children and their families, staff and the wider community should be respected and celebrated for who they are.

### **Physical Environment:**

- We believe in using both the indoor and outdoor environments to encourage children to play, observe, engage their senses, explore, investigate, imagine, make choices and problem solve.
- We encourage children to play and learn through collaboration and communication with other children and adults and through interacting with the environment.
- We provide a rich, stimulating and nurturing environment that has the potential to stimulate imagination, promote creativity and enhance aesthetic development.

## **Families & Community**

- We aim to have trust, respect, collaboration and open communication between families and staff, believing that this forms the basis for strong partnerships.
- We encourage families to engage in meaningful participation within the program. Forming a caring community between families, children and staff is integral to a high quality program.
- We promote open and constructive communication with families, including informal and formal discussions, child portfolios, day book and newsletters.
- We strive to be a centre of excellence for early childhood education within our community.
- We are advocates for our profession; therefore it is important to share our knowledge and experience within the local community through hosting students, volunteers and information sessions.
- We believe in the use of local community expertise to enrich the children's learning and awareness of the local community for the education and development of all children.
- We promote the importance of nurturing relationships with community organizations, council, local schools and other early childhood professionals.
- We are aware the needs of children, families, staff and the community are constantly changing and that ongoing evaluation is essential to create a service that is responsive to those needs.
- We work in collaboration with the community. We believe in the importance of promoting a sense of community, allowing children to connect with and contribute to their world.

From this philosophy we have developed policies, which provide guidelines for the operation of our service. Policy review and development is ongoing. Policies and procedures are available upon request.

Reviewed October 2014

### **References:**

1. National Quality Framework, October 2011  
Early Years Learning Framework for Australia (Belonging, Being and Becoming), 2009

## 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

<b>Standard 1.1</b>	<b>An approved learning framework informs the development of a curriculum that enhances each child's learning and development.</b>	
	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.
	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.
<b>Standard 1.2</b>	<b>Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.</b>	
	Element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	Element 1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
	Element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

## Quality Improvement Plan for QA1

### Summary of Strengths for QA1

- Qualified and experienced educators some of which have been at Bland Preschool for many years
- Educators have an understanding of *The Early years Learning Framework* and implement this when documenting and planning children's learning
- Educator reflection meetings each afternoon,
- Planning around discussions with children and families regarding interests,
- Educators having strong connections with children and their families
- Open ended materials and experiences are offered to children
- Service statement of philosophy is reviewed with educators and families
- Children are supported and encouraged to guide and engage in their own learning and social relationships
- Daily routine is flexible to allow for children's input and interests
- Evidence of children's learning is displayed in each room as well as the children's portfolios
- Educators work with children, families and outside agencies in goal setting
- Educators use a variety of methods and strategies to document children's learning which is used for ongoing planning
- Teacher and educator meetings are held regularly where the discussion of children's learning and development is a focus
- Above ratio staffing to ensure support for children and families
- Each teacher is encouraged to formulate their own indoor and outdoor program to suit their classroom and teaching philosophy
- Handouts and information is offered to families regarding the Early years Learning Framework
- Families fill in annual surveys
- Ongoing classroom discussions with children ensuring sustainable practices are embedded

## Improvement Plan for QA1

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
1.1.6	To ensure sustainable practices are embedded into the daily program	M	Discussion with children to assess interest and knowledge	Frequency of discussions with children is weekly	Ongoing	
			Clear water tanks installed on both sandpits, to display water levels and educate children on water conservation	Carlie to get quotes, parent committee to purchase these	End of Term 4, 2015	
1.1.4	To ensure families are aware of the Early Years Learning Framework and how Bland Preschool teach a play based program	H	Produce a booklet based on responses from surveys, educating families on what, why and how of our program and practice	Positive feedback from families. More hand outs to parents Ensuring the EYLF is on Learning stories, observations, day book and on the daily programs	Week 5, Term1 2015	



## Quality Area 2: Children's health & 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

<b>Standard 2.1</b>	<b>Each child's health is promoted.</b>	
	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.
<b>Standard 2.2</b>	<b>Healthy eating and physical activity are embedded in the program for children.</b>	
	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.
<b>Standard 2.3</b>	<b>Each child is protected.</b>	
	Element 2.3.1	Children are adequately supervised at all times.
	Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
	Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.

## Quality Improvement Plan for QA2

### Summary of Strengths for QA2

- Policies and procedures are written by Coordinators, reviewed by educators and families and adopted by council.
- Policies and procedures are in line with the Regulations and all educators are aware of these.
- Health and wellbeing are promoted in the classroom (indoors and outdoors) with the children through role modelling, experiences and discussions, and through notes sent home to families.
- Life Education Van visit
- Educators and staff have had training in child protection and “Keep them safe”.
- Council’s WHS officer and Coordinator conducting safety audits and an annual maintenance request.
- Mini Olympics for 4 years enhances fundamental movement skills
- All educators must maintain First Aid, CPR, Asthma and Anaphylaxis qualifications
- All information regarding children’s health and wellbeing is collected on enrolment and regularly reviewed. All educators are made aware of action plans which are located in medication cupboards in each room
- Improvement of Healthy eating practices, which is now embedded into our daily routines
- Term 4 participation in the crunch ‘n’ sip program

### Improvement Plan for QA2

<u>Standard/ Element</u>	<u>What outcome or goal do we seek?</u>	<u>Priority (L/M/H)</u>	<u>How will we get this outcome? (steps)</u>	<u>Success measure</u>	<u>By when</u>	<u>Progress notes</u>
2.3	To maintain a safe environment for children, educators, families and visitors	M	Design a Team WH&S audit	Discussions at staff meeting	Term 1, 2016	
2.3.2	To ensure the playground is safe for use	H	Playground checks are conducted by educators each morning	Daily safety checklist kept in Preschool office, with a daily checklist to be filled out, identifying hazards and safety measures	Ongoing	

## 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

<b>Standard 3.1</b>	<b>The design and location of the premises is appropriate for the operation of a service.</b>	
	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.
<b>Standard 3.2</b>	<b>The environment is inclusive, promotes competence, independent exploration and learning through play.</b>	
	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.
<b>Standard 3.3</b>	<b>The service takes an active role in caring for its environment and contributes to a sustainable future.</b>	
	Element 3.3.1	Sustainable practices are embedded in service operations.
	Element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

## Quality Improvement Plan for QA3

### Summary of Strengths for QA3

- Large, well equipped and resourced indoors and outdoors.
- Cleaner and gardener employed to maintain a safe and clean environment.
- Large variety of open ended materials and resources.
- Beautifully landscaped yards with natural elements.
- Wheel chair access and ramp in both rooms/yards.
- Small and large vegetable gardens established in both outdoor yards
- Recycling and rubbish discussed at meal times.
- Solar panels installed and operating
- Water tanks located at one end of building that is used within the Children's Services Unit.
- Worm farms operating in each room with child participation
- Greater use of emails rather than paper
- Chicken coop with three chickens
- member of ECEEN
- Food scraps distributed between chook scraps and worm scraps
- Compost bin located in Bilby playground

### Improvement Plan for QA3

<u>Standard/ Element</u>	<u>What outcome or goal do we seek?</u>	<u>Priority (L/M/H)</u>	<u>How will we get this outcome? (steps)</u>	<u>Success measure</u>	<u>By when</u>	<u>Progress notes</u>
3.3.2	For educators and children to be aware of water and electricity usage and conservation	M	Parent committee to purchase and install small water tanks for children's use in the garden and in the sandpit	Water tanks to be installed and operating	Term 1, 2016	Getting quotes from various tank supplier
3.1	Concrete at the back of shed	M	Obtain quotes and review budget	Installed	December 2015	
3..3.1	For educators, children and families to be involved in caring for our environment and sustainable living for now and the future	H	Discuss with educators, families and the children what they would like in the outdoor area, including garden beds filled in, entrance to bilby playground all cemented, not a divided path.	Planting and cementing finished	Term 2, 2016	CSU staff have compiled a list of areas they would like improved in the outdoor area  Parent committee offered to pay for quiet area/outdoor classroom



## 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. Educators, 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

<b>Standard 4.1</b>	<b>Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing</b>	
	Element 4.1.1	Educator-to-child ratios and qualified requirements are maintained at all times
<b>Standard 4.2</b>	<b>Educators, co-ordinators and staff members are respectful and ethical</b>	
	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 strength and skills

## Quality Improvement Plan for QA4

### Summary of Strengths for QA4

- Early Childhood teachers, Diploma and cert 3 educators in both rooms.
- Consistent staffing in each room with child groupings.
- Educators keen to further their knowledge with training, networking and in-service courses
- All Educators participate in an Annual Performance and Review process.
- New educators undergo Competency assessment process to ensure skills are relevant and identify any training needs
- Fortnightly staff meetings.
- Daily reflection meetings.
- Higher Educator:Child ratios
- All educators must maintain their First Aid, CPR, Asthma and Anaphylaxis qualification. This is paid by Bland Shire Council

### Improvement Plan for QA4

<u>Standard/Element</u>	<u>What outcome or goal do we seek?</u>	<u>Priority (L/M/H)</u>	<u>How will we get this outcome? (steps)</u>	<u>Success measure</u>	<u>By when</u>	<u>Progress notes</u>
4.2.1	Updated educator handbook	M	Review current handbook at staff meeting Research other service handbooks	New and improved educator handbook	Term 1, 2016	



## 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

<b>Standard 5.1</b>	<b>Respectful and equitable relationships are developed and maintained with each child</b>	
	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
<b>Standard 2.2</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships with other children and adults</b>	
	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 is maintained at all times



## Quality Improvement Plan for QA5

### Summary of Strengths for QA5

- Educators meet and greet each child on arrival
- Higher staff:child ratios to ensure educators are available to children
- Educators engage and role model with children during play
- Environments are set up to encourage individual, small and large group play.
- Educators have read the policies relating to positive interactions with children.
- Educators have built strong, trusting relationships with the children and their families.
- Educators use sign, visuals, and sensory as well as verbal communication with children.
- Educators interactions encourage children's interests
- The welcoming handbook for children 'A day at preschool'
- Inclusion of additional needs children
- Parent Committee events, welcome disco, movie night, fete – educators attend out of hours functions with the children
- All educators have input into daily reflections

### Improvement Plan for QA5

<u>Standard/ Element</u>	<u>What outcome or goal do we seek?</u>	<u>Priority (L/M/H)</u>	<u>How will we get this outcome? (steps)</u>	<u>Success measure</u>	<u>By when</u>	<u>Progress notes</u>
5.2.1	All educators have one hour documentation time a week	M	Having a roster, listening to staff requests	More observations, learning stories for the children	Term 4, 2015	

## 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

<b>Standard 6.1</b>	<b>Respectful supportive relationships are developed and maintained</b>	
	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
<b>Standard 6.2</b>	<b>Families are supported in their parenting role and their values and beliefs about child rearing are respected</b>	
	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.
<b>Standard 6.3</b>	<b>The service collaborates with other organisations and service providers to enhance children's learning and wellbeing</b>	
	Element 6.3.1	Links with relevant community and support agencies are established and maintained.
	Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	Element 6.3.3	Access to inclusion and support assistance is facilitated.
	Element 6.3.4	The service builds relationships and engages with their local community.

## Quality Improvement Plan for QA6

### Summary of Strengths for QA6

- Enrolment day for families at end of the year for following year.
- Family Fun Day for educators and families to get together at the beginning of the year.
- Parent committee for social events, eg photos, art show, discos.
- Parents are rostered on for fruit duty. Opportunity for families to see what happens at preschool, chat with staff and play with the children.
- Communication opportunities – newsletters, facebook page, council website, notes in folders, verbal.
- Strong relationship with agencies (Little learners), schools, other EC services.
- Shows, special events and visitors – Zoomobile, Life Education Van, Drumbeat, an Owl's Tale, Museum in a box, Harmony Day.
- Educators meet and greet families on arrival and departure.
- Visits from local emergency services and families with special interests.
- Performances from local families and High school students
- Excursions into the community e.g. 4yr old termly Library visits
- Families feel comfortable bringing in family pets for news
- Annual parent survey ensuring families feel valued through their input and suggestions
- Verbally speaking to parents and ensuring they know where policies and programs are located
- Family events throughout the year are always well attended with positive feedback e.g. fete, CSU show display, ladies night in, movie night
- TVET students visiting, completing work placement and being involved in the preschool

### Improvement Plan for QA6

<u>Standard/Element</u>	<u>What outcome or goal do we seek?</u>	<u>Priority (L/M/H)</u>	<u>How will we get this outcome? (steps)</u>	<u>Success measure</u>	<u>By when</u>	<u>Progress notes</u>
6.1	For families to feel valued through their input and suggestions	H	Email weekly daybook with request or feedback Utilise parent skills more as indicated on their beginning of year form	Positive feedback from families	Term 1, 2016	
	Update parent handbook	M	Using information from parent survey	Smaller and easier to read	Term 2, 2016	

## 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

<b>Standard 7.1</b>	<b>Effective leadership promotes a positive organisational culture and builds a professional learning community</b>	
	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.
<b>Standard 7.2</b>	<b>There is commitment to continuous improvement</b>	
	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.
<b>Standard 7.3</b>	<b>Administrative systems enable the effective management of a quality service</b>	
	Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.

	Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation
	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
	Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

## Quality Improvement Plan for QA7

### Summary of Strengths for QA7

- Fortnightly staff meetings
- Educators are responsible for a Quality area depending on interest, skills and knowledge
- Policies are shared with families and community via website and adopted by council. Council has an index of all policies and their review date
- Induction process through Bland Shire Council and Children's Services Unit
- Annual Performance and Review for all educators outlining professional development for the following 12 months
- Set permanent roster for the year ensuring continuity of educators in each room
- Reflection meetings each afternoon
- Educators have an understanding of Child Protection and refresher training on "keep them safe"
- Training and development available to up skill or further knowledge
- Annually revised statement of philosophy

### Improvement Plan for QA7

<u>Standard/ Element</u>	<u>What outcome or goal do we seek?</u>	<u>Priority (L/M/H)</u>	<u>How will we get this outcome? (steps)</u>	<u>Success measure</u>	<u>By when</u>	<u>Progress notes</u>
7.3.2	Updated website	M			Term 2, 2016	
7.1	Updated Educator handbook	M	Review current handbook at staff meeting Research other service handbooks	New and improved educator handbook	Term 1, 2016	