



Australian Children's
Education & Care
Quality Authority

Cummins Preschool and Rural Care Quality Improvement Plan 2016

Service details

Service name	Service approval number
Cummins Area School Preschool and Rural Care	SE:00010289
Primary contact at service	
Tammy Williams	
Physical location of service	Physical location contact details
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Approved Provider	Nominated Supervisor
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Postal address (if different to physical location of service)	
Street: Suburb: State/territory: Postcode:	

Operating Hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	Rural Care 0800 Preschool 8.40	Rural Care 0800	Rural Care 0800 Preschool 8.40	Rural Care 0800	Rural Care 0800 Preschool 8.40 Weeks 3,6,9		
Closing time	Rural Care 1800 Preschool 3.10	Rural Care 1800	Rural Care 1800 Preschool 3.10	Rural Care 1800	Rural Care 1800 Preschool 3.10 Weeks 3,6,9		

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.

Cummins is a rural town on Eyre Peninsula of Eyre Peninsula. With farming as the major industry the majority of our students live on farms and access the preschool using the school bus. Cummins has a fleet of nine school buses with 80% of students using the school bus. The school buses are met at the school by preschool staff who walk the children between school and preschool to ensure safe arrival and departure.

Our service is based on the Cummins Area School campus and comprises of preschool and rural care. We are part of the school which educates children Rural Care to Year 12. Our preschool caters for children aged 4 and 5 years. Rural Care provides long day care for babies from 6 weeks to preschool aged children. Rural care also provides before and after school care.

Preschool follows the school calendar while Rural Care is open 49 weeks per year (the service closes between Christmas Eve and resumes in the third week of January. Our site has capacity for 46 children, on preschool days we usually have 27 pre-schoolers plus 4 rural care children (Friday) and on Tuesday, Wednesday and Thursday we have 13 rural care children.

How are the children grouped at your service?

Children who are 4 years old may attend preschool 15 hours per week averaged over the year. Younger children attend Rural Care and school age children may attend before and after school care at Rural Care. Preschool and Rural Care integrate at various times throughout the day. In term 4 we have a Transition to School Program and a Pre-entry Program for children eligible to begin preschool the following year.

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

Nominated Supervisor: Ms Tammy Williams

Service statement of philosophy

We believe that Cummins Preschool and Rural Care is an educational and caring community which involves children, their families and their educators in a safe and accepting environment.

- We believe play is a child's way of learning.
- We believe that children grow and develop at different rates.
- We value and encourage family participation and work in partnership with families.
- We value shared communication with the community.
- We value and respect diverse cultures within our world

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.

Quality Improvement Plan for QA1

Summary of strengths for QA1

Strengths

Our centre uses the Early Years Learning Framework and has a focus on the five Outcomes as well as the Principles and Practices. The EYLF is used to inform the curriculum and educators as we respond to children by providing learning through play based on their interests and responding to teachable moments. We review children's learning goals each term and explore the principles, practice and outcomes in EYLF using resources from DECD to extend our knowledge. Each week preschool teachers reflect on children and their learning using our Program book where we place Post It notes which record observations written throughout the day. While reflecting we refer to the EYLF Learning Outcomes as well as highlighting reflections using the type of learning (group learning, extension of learning, Intentional teaching, child interest, family input, community and child directed observation). We use our reflections to plan our day to day curriculum as well as feedback from parents and children's interests.

At our staff meetings each term we discuss individual learning goals for children. This information is documented and included in each child's learning profile which are accessible to parents and goes home in terms 2, 3 & 4. Parents are provided a feedback sheet and we include their feedback in our programing for their child and at times the whole group. In 2015 we are trialled parent interviews in term 1 instead of using profiles to report to parents. This will continue in 2016.

The centre has a routine which provides large blocks of free play and children may choose to be indoors and outdoors. We have three big group experiences during the preschool day based around arts, literacy and numeracy. These groups lead into transitions for fruit, lunch and home times.

Our preschool children are placed in one of three primary care groups, each one led by an early childhood educator. We access DECD support services for children with special needs. We also liaise and are visited by allied health professionals from Lower Eyre Heath Services, Port Lincoln Community Health, Child and Youth Health and Novita Inclusion Services.

Literacy is a Key Priority at Cummins Area School. When children start preschool they are assessed for literacy, numeracy, phonological awareness and book concepts. We use these results to inform our teaching. In their final term of preschool children are reassessed and results (with parental permission) are passed on the child's reception teacher. Intervention and support is provided at a small group and an individual level. We have access to DECD Speech Pathologists and Petrea Glover (OT) who develop individual programs and oversee delivery of these programs. We also access training offered by the school and exchange information with the Foundation teacher. Parents are encouraged to visit the preschool when convenient to them as most of our children come to the centre on school busses as they live out of town, this is an opportunity to talk about the learning needs of individual students informally.

Key improvements sought for QA1

Standard/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.	
	Identified issue	The development and successful implementation of the Literacy and Numeracy indicators as forms of observation and assessment.
Standard/element [1.2.1]	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation	
	Identified issue	Staff need to develop skills in writing learning stories

QA 1 Improvement Plan: Educational Programs and Practice

Standard/ Element	What outcome or goals do we seek?	Priority (H/M/L)	How will we get this outcome?	Success measure	By when?	Progress notes
(1. 1. 1)	Develop an effective planning and programming cycle in Rural care	H	<ul style="list-style-type: none"> • Work with ECL to develop an understanding of the expectations. • Work with the preschool to reflect on their planning and programming. • Collect meaningful observations of children's interests. 	<ul style="list-style-type: none"> • Planning cycle will be based on children's interests and reflective in the children's learning story. 	Term 4 2016	<ul style="list-style-type: none"> • Met with ECL and Principal to discuss various styles and implication on EYLF
(1. 2. 1)	Individual Learning stories that are relevant to each child and their goals set after term 1.	H	<ul style="list-style-type: none"> • Tracking student learning in Term 1 using the Phonological awareness skills mapping assessment and other observations. • Developing meaningful and relevant student goals in consultation with families. • Planning for student learning that will engage them and provide the opportunity to stretch children intellectually. • Educators to produce learning stories after these learning experiences, ensuring it is a story of learning rather than a statement. 	<ul style="list-style-type: none"> • Parent feedback is reflective of student learning. • The program is implemented with consistency and confidence and each staff member completing observations. 	Term 3 2016	<ul style="list-style-type: none"> • PASM Data collected for term 1. • Parent Teacher interviews completed in weeks 9 and 10 term 1. • Student goals developed. • Learning stories sent home that reflect children's learning goals. • Individual learning plans created.

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.

Quality Improvement Plan for Q2

Summary of strengths for QA2

Strengths

Children's health, safety and wellbeing is a high priority at our centre. Information about each child's health and safety needs is collected on enrolment and health plans put inside the pantry door for easy staff access. Emergency contact numbers are accessible. Parents are emailed and provided with information and website links when infectious diseases are in the community and children are sent home when they become unwell in care. We also have an exclusions policy.

Staff always ensure children are supervised in all available areas (indoor and outdoor). Staff swap during the day and each week rotate. Rural Care children may not always have access to both indoors and outdoors if staff is not able to supervise both areas.

We are mindful of hygiene practices and encourage children by example, reminders and posters. Checklists and charts assist staff in effective hygiene practices and relevant policies have been developed either at DECD or site level. We also supervise hand washing prior to eating in Rural Care and Preschool. We monitor and educate the children about hand washing after toileting. Our centre is cleaned each evening by a contract cleaner and staff have devised a cleaning checklist.

Leadership from our service are involved in Childhood Development Unit meetings held at Pt. Lincoln Community Health where parents and stakeholders meet to plan for children who have special needs. Attending these meetings enables our service to develop action and Negotiated Education Plans for children with special needs.

We regularly include information about healthy eating in our newsletter and displays for parents. Staff model healthy eating. We encourage parents to cook at our centre and that provides an opportunity to discuss every day, sometimes and occasional foods with the children. Children are encouraged to drink regularly from their water bottles (we request parents do not send cordial).

WH&S hazard forms are reviewed regularly; these are presented at Parent Group meetings. All staff is encouraged to fill out issues in the grounds book, information is passed to the school and relevant action is taken. Emergency procedures are displayed in the centre and Invacuation and evacuation drills practised regularly. A bushfire action plan is drawn up by the school which includes Preschool and Rural Care; this plan addresses school bus safety and immediate danger to the site. All staff are first aid, asthma and anaphylaxis trained and the first aid kit kept up to date. Medical emergency plan and the Invacuation/evacuation Action Plan is displayed near each phone, these are practiced regularly both as our centre and as part of the school campus.

Our staff receives regular training in RAN and understands their responsibilities to children at risk through DECD and new staff are required to undertake training prior to beginning work.

Key improvements sought for QA2:

Standard/element 2.1	Each child's health is promoted
Identified issue	Children with high needs are being appropriately catered for.

QA 2 Improvement Plan: Health and Safety						
Standard/ Element	What outcome or goals do we seek?	Priority (H/M/L)	How will we get this outcome?	Success measure	By when?	Progress notes
(2.1)	Successfully meeting the needs of children with disabilities in our care.	H	<ul style="list-style-type: none"> Meeting with families and health professionals that are involved with these children to understand the needs of these children. Develop reciprocal, trusting relationships with families. Ensure children are provided with the support they require at kindy. Communicate with families and health professionals sharing new information or observations. Provide opportunities for children to seek support during the daily routine. Ensuring the daily routine is consistent. 	<ul style="list-style-type: none"> Children are happy to be at preschool and engage in learning experiences. Families show a sense of trust in the center and the communication. 	On going 2016	<ul style="list-style-type: none"> Staff completed Sue Larkey training in March. Met with Tamara Studwick (Speech) and Petrea Glover (OT) early in Term 1 to discuss needs for children with speech and ASD. Also discussed other strategies for children with concerning behaviours. Families all met with during Term 1 interviews. Learning goals set.

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 Improvement Plan for QA 3

Summary of strengths for QA3

Strengths

Our key goal in the Preschool and Rural Care is to create learning spaces that engage and challenge our children's thinking. This is currently a key outcome for the school. In the preschool we do this through adapting the learning space based on the learning demands and also off the interest of the children.

We are working in consultation with the school to further improve our facilities at the Preschool. Within the next 2 years we aim to re-paint the main room and purchase new curtains. The school will work in consultation with local businesses such as the Bendigo Bank.

The school provide us with a Gardener and a handyman to maintain our grounds. We are currently working with the gardener to develop out outdoor environment, planning for a sensory garden and also working on the aesthetics of the outdoor environment. In weeks 3,6 and 9 parent volunteers come in on a Friday afternoon to help with some jobs such as sweeping, cleaning paint pots and other big jobs. Our centre is cleaned inside each day during term by the cleaners contracted by the school and during holidays Rural Care staff clean daily. Staff also has checklists to ensure all areas are cleaned regularly.

We are well resourced by parent fundraising and seek to renew our resources and materials to ensure our children and program are well supported. We are mindful of children's safety and check our environment daily for hazards and as a staff team we check our playground thoroughly using DECD checklists each term.

At the moment our school is looking into recycling and we are mindful of reducing waste. Currently we collect food scraps for chook food, flat pack cardboard, collect fruit juice boxes and use wood offcuts for our woodwork activities. We have installed a rainwater tank, which we use for water play in the sandpit and our vegetable patch grows food which we can use for children's cooking activities.

Key improvements sought for QA3

Standard/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.
Identified issue	Learning spaces are engaging and promote intellectual stretch

QA 3 Improvement Plan: Physical Environment						
Standard/ Element	What outcome or goals do we seek?	Priority (H/M/L)	How will we get this outcome?	Success measure	By when?	Progress notes
(3. 2. 1)	Learning spaces are engaging and promote independence and intellectual stretch for children.	H	<ul style="list-style-type: none"> Developing student goals and understanding interests. Plan learning experiences that will engage learners and promote wonder. Encourage children to take ownership of their play spaces (creating learning spaces and giving feedback to teachers) Applying for grants to give the preschool a coat of paint and new curtains. Paint job and new curtains. 	<ul style="list-style-type: none"> Children are actively engaged in the learning spaces. 	Term 2 2016	<ul style="list-style-type: none"> Staff are keeping learning space clutter free and clear. Parent committee have applied for a grant through the local bank. Learning spaces are continually reflected on and developed.

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 Improvement Plan for QA4

Summary of strengths for QA4

Strengths

We aim to have better than required adult ratios most of the time as Rural Care has three Australian School Based Apprentices. In the preschool we welcome parents to visit and encourage them to volunteer on the Fridays that preschool runs to help with some jobs and help with supervision at times.

Staff meet both formally and informally to discuss their work practice. Our staff meetings held twice each term provide the opportunity for professional conversations as well as staff development. We have been looking at each Quality Area, EYLF and reviewing our philosophy in 2015; this is part of an ongoing cycle. We also participate in professional development organised by the school.

Staff members are also resourced to attend professional development off campus. When shifts change in Rural Care Staff has a half hour changeover time to discuss information about children and complete any learning stories.

There are Performance Management conversations each year with the coordinator, this is an opportunity for staff to challenge themselves and discuss their individual learning journey.

Key improvements sought for QA4

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.		
	<table border="1"><tr><td data-bbox="349 331 584 437">Issue Identified</td><td data-bbox="584 331 2132 437">Staff would like to collaborate more often across sites. Site can at times feel like 2 separate education centres.</td></tr></table>	Issue Identified	Staff would like to collaborate more often across sites. Site can at times feel like 2 separate education centres.
Issue Identified	Staff would like to collaborate more often across sites. Site can at times feel like 2 separate education centres.		

QA 4 Improvement Plan: Staffing Arrangement's

Standard/ Element	What outcome or goals do we seek?	Priority (H/M/L)	How will we get this outcome?	Success measure	By when?	Progress notes
(4. 2. 2)	Functioning as a cohesive staff team, to ensure all staff at Cummins Preschool and Rural care deliver high quality education and care.	H	<ul style="list-style-type: none"> Continuing to develop a cohesive staff team through culture building tasks during staff meetings. Opportunities for all staff to communicate about the whole site (needs, facilities, planning, questions and concerns and praises) revisit Code of Ethics and grievance procedure. All staff given the opportunity to engage with professional development (performance chats) to set professional goals and support individual growth. Discuss the ways in which professional relationships impact on the learning environment and relationships with staff, families and children. 	<ul style="list-style-type: none"> Whole staff cohesions is strengthened. Staff are performing their work with confidence and are empowered through performance chats. Staff have opportunities to have cross site dialogue to resolve issues. 	Begun T2 2016	<ul style="list-style-type: none"> Performance chats are booked for early term 2. Whole site staff meeting to begin with culture building activity, in week 2 t2.



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 Improvement Plan for QA5

Summary of strengths for QA5

Strengths

As part of a rural community parents and staff often know each other both within the centre and the community. This makes forming relationships with the children and families relaxed and uncomplicated. All parents are encouraged to become familiar with staff and the centre prior to beginning through playgroup and informal visits. In the larger group of preschool children have primary care groups and believe that with our reflections and follow on program that our relationships are warm, responsive and build trust. Staff are encouraged to develop relationships with all children at Preschool so that children can develop relationships with more than 1 educator. Staff also work hard on relationships with children who are disabled or have cognitive challenges, in order to best support them and their learning at Preschool- this is relationships is then replicated with the families to ensure consistency and open communication about the child.

Our 'site Behaviour Code encourages a safe secure environment which builds trusting relationships. We encourage our children to 'use their words' when dealing with conflict and use intentional teaching to empower our children. Rural Care staff have key children they focus on, collecting learning stories and reporting to parents using profiles.

We are mindful of maintaining the dignity and rights of our children and should children need to change clothes and the situation is minimised.

Key improvements sought for QA5

Standard/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.
Identified issue	Children have trouble to articulate their emotional status and have strategies for dealing with their difficult emotions

QA 5 Improvement Plan: Relationships with Children

Standard/Element	What outcome or goals do we seek?	Priority (H/M/L)	How will we get this outcome?	Success measure	By when?	Progress notes
(5.2.2)	The needs of children with disabilities or challenging behaviours are met and they have strategies to help regulate their behaviours and emotions.	H	<ul style="list-style-type: none"> Careful observation of children, noticing patterns of behaviour, triggers and how they can soothe themselves. Open communication with families. Independent learning plans developed. Ensure consistency amongst staff- all know appropriate ways to deal with behaviours. 	<ul style="list-style-type: none"> Children can self regulate easily. Seek help when required. Positive relationships 	2016	<ul style="list-style-type: none"> Parent committee purchased sensory equipment for children with needs. OT and Speechie frequently visits and gives helpful ideas and strategies for children and staff. Visual cues for children with special needs have been made. Implementation of Kimochi's program

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 Improvement Plan for QA6

Summary of strengths for QA6

Strengths

Our enrolment and child orientation procedures are routine. Parents are encouraged to enrol their child with a staff member while attending Rural Care or playgroup to facilitate a seamless process, Advertisements are also placed in the school and local newsletter and also on Facebook. A Family Pack is sent home to children eligible to begin pre entry; Pre entry consists of a 2 hour weekly session at Preschool in the term prior to beginning their preschool entitlement. Currently our Pre entry program takes place for the entire fourth term with the opportunity for 8 two hour visits to a preschool session.

Our parents are encouraged to take an active role by joining the parent group, we also invite parents to cook, call in, bring in interesting things or family pets to visit. We have displays of available resources and pamphlets as well as updates in the newsletter regarding policy changes and opportunities to contribute to the curriculum. CAFHS visit preschool each term and playgroup twice per term.

We like to keep our parents informed using a variety of methods; SMS, Facebook, email, phone calls as well as traditional paper copy are used as need dictates.

Our service is involved in CDU (Childhood Development Unit) meeting which enables exchange of information between parents, Allied Health, specialists and our staff. We are also regularly visited by the Regionally based DECD support staff.

Parents join us at the centre for a celebration each year as we make a presentation to our children going to school. Parents also receive a summative report which can be passed onto the school. We are fortunate in our community to access grants to enhance the learning environment from IGA, Cummins Op Shop and the Bendigo Community Bank.

Key improvements sought for QA6

Standard 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
Identified issue	Families contributing to the weekly program

QA 6 Improvement Plan: Partnerships with Families and Communities						
Standard/ Element	What outcome or goals do we seek?	Priority (H/M/L)	How will we get this outcome?	Success measure	By when?	Progress notes
(6. 2. 1)	Inclusion of the family voice in the weekly program and the preschool.	M	<ul style="list-style-type: none"> • Discuss options with the parent committee about how best to do this. • Parent information sheets • Parent interviews. • Text messaging • Email. • Facebook group • Newsletters. 	Parent input is visible in the program. Parents are comfortable approaching staff to inform them of their child's interests or strengths.	Term 2 2016	<ul style="list-style-type: none"> • Collected all parent information sheets. • Conducted parent interviews and set goals collaboratively with them.

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.
	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

Strengths	<p>As part of the school we have an effective line management structure in place. We are answerable to Cummins Area School Governing Council and our parent group is a subcommittee of Cummins Area School Governing Council.</p> <p>Continuity of staff is valued at our site and we have a mix of experienced and new staff. All staff are either qualified or enrolled in study. Our staff is informed via the staff notice board of training opportunities and all are involved in the EYLF vis staff meetings and training accessed through the Gowrie Centre and other organisations.</p> <p>Records are maintained of qualifications and as DECD employees we are deemed fit and proper. Performance Management is conducted of three times a year and is valued and acted on.</p> <p>The site works on a culture of ongoing improvement using the tools of self-assessment, parent opinion surveys, Annual Report and the QIP. Policies and procedures are in place and updated annually after consultation with the parent committee.</p>
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Key improvements sought for QA7

Standard/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.	
	Identified issue	Coordinator is to meet with staff once a term to evaluate performance and to encourage individual development plans
Standard/element 7.1 & 7.3	Effective leadership promotes a positive organisational culture and builds a professional learning community.	
	Identified issue	Identifying a leadership structure that is effective for all sites and staff.

QA 7 Improvement Plan: Leadership and Service Management

Standard/ Element	What outcome or goals do we seek?	Priority (H/M/L)	How will we get this outcome?	Success measure	By when?	Progress notes
(7. 2. 2)	Each staff member is given the opportunity to meet with the site leader to evaluate performance, set goals for future learning and discuss improvement strategies. Also celebrate independent achievements twice a year.	H	<ul style="list-style-type: none"> Follow the DECD template for performance review. Ensure high quality professional relationships with all staff and site leadership. Have options for future learning for staff (eg, Gowrie catalogue). Set time aside during the term for this to take place. Staff to complete a pre-chat form to think about goals for themselves. Review later in the year. 	All Staff continually reviewing performance and looking to continue learning.	End of T2 all staff members to complete 1st performance review.	<ul style="list-style-type: none"> Time schedule has been set for staff to allocate a time that suits them.
(7. 1 & 7. 3)	Effective management of all sites.	H	<ul style="list-style-type: none"> Working with School leadership to determine the best model for our center. Develop a close understanding of what is required to fill this role (ie, Rural Care roles and Preschool roles) 	Effective leadership is put in place to manage both Preschool and Rural Care.	2016	<ul style="list-style-type: none"> Manager appointed to the co-ordinator position for term 1 and 2. To be reviewed in Term 2. Term 3- school has taken over management with staff on site taking responsibility of the day to day running and admin of sites