



Cummins Area School Preschool and Rural Care 2019 Quality Improvement Plan



Australian Children's
Education & Care
Quality Authority

The National Quality Standard and Quality Improvement

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan.

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (r55) for each service that:

- includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard and the National Regulations; and
- identifies any areas that the provider considers may require improvement; and
- contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request.

Service details

Service name		Service approval number	
Cummins Area School Preschool and Rural Care		SE:00010289	
Primary contacts at service			
Sarah Wohling (co-ordinator, Preschool and Rural Care)			
Physical location of service		Physical location contact details	
Street	13 McFarlane St	Telephone	(08) 8676 2272
Suburb	Cummins	Mobile	0439 793 808
State/territory	SA	Fax	(08) 8676 2272
Postcode	5631	Email	Sarah.wohling887@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	Ann-Marie Hayes (Early Years and Child Development)	Name	Mel Degner (Acting School Principal)
Telephone	(08) 8226 3463	Telephone	(08) 8676 2388
Mobile	0407 747 884	Mobile	0428 608 443
Fax		Fax	(08) 8676 2288
Email	AnnMarie.Hayes2@sa.gov.au	Email	Mel.Degner251@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	

Operating hours

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

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

Round times to the nearest quarter of an hour.

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	<p>Rural Care 08:00</p> <p>After School Care 15:00</p>	<p>Rural Care 08:00</p> <p>After School Care 15:00</p> <p>Preschool 08:45</p>	<p>Rural Care 08:00</p> <p>After School Care 15:00</p> <p>Preschool 08:45 (Weeks 3, 6, 9)</p>	<p>Rural Care 08:00</p> <p>After School Care 15:00</p> <p>Preschool 08:45</p>	<p>Rural Care 08:00</p> <p>Playgroup 10:00</p>		
Closing time	<p>Rural Care 18:00</p> <p>After School Care 18:00</p>	<p>Rural Care 18:00</p> <p>After School Care 18:00</p> <p>Preschool 15:15</p>	<p>Rural Care 18:00</p> <p>After School Care 18:00</p> <p>Preschool 15:15 (Weeks 3, 6, 9)</p>	<p>Rural Care 18:00</p> <p>After School Care 18:00</p> <p>Preschool 15:15</p>	<p>Rural Care 18:00</p> <p>Playgroup 12:00</p>		

Additional information about your service

Cummins is a rural town located on the central Eyre Peninsula, approximately 64 km from the larger service centre of Port Lincoln. Our council area covers 4,754 km² with a population of 5,014 and includes the townships of Cummins (population of approximately 700), Coffin Bay, Louth Bay, Karkoo, Mount Hope, Kapinnie, Wangary, Coultia, Tiatuckia, Boston, North Shields, Tulka and Wanilla. We attract Preschool children from many of these areas. Our neighbouring township of Karkoo had a school closed a number of years ago, yet a well-attended Playcentre is still provided there for young families which is overseen by the Cummins Area School. With cereal and livestock farming as the main industry, many of our children live out of town on farms and access the preschool using the school bus. Cummins has a fleet of nine school buses with 64% of the preschool children accessing (where the availability exists) this service. The school buses are met by preschool staff who walk the children between school and preschool to ensure safe arrival and departure.

We are a DECD school-based Preschool and Rural Care, situated on the Cummins Area School campus. Our school educates children from birth in Rural Care to Year 12 and the current enrolment across the whole site is approximately 440 children. As a whole site our improvement priorities have been *wellbeing for learning, pedagogic improvement to ensure rigour and intellectual stretch, and literacy and numeracy*. School values that run consistently and very proudly across the site are *respect, doing your best, cooperation and responsibility*.

Our preschool caters for children aged between 3 and 5 years. Rural Care provides long day care for babies from 6 weeks to preschool aged children. Our Rural Care service is also approved on a termly basis to provide After School Care for preschool and school aged children from 3-6pm. Our site has a physical capacity for 44 children, on preschool days we have 31 pre-schoolers and our largest Rural Care day is 13 children (with 42 children attending across the week). We also run Playgroup on Fridays in the Preschool room. We are a category 2 Preschool site with a 1:11 staffing ratio. .

The Preschool operates in line with the S.A DECD school terms and holiday schedule while Rural Care is open 50 weeks per year (the service closes for 2 weeks over the Christmas and New Year period).

We have ample parking on the western side of the building between our centre and the rest of the school.

We are allocated 4 Pupil Free Days a year; 2 of which are for whole school/preschool improvement priorities and the other 2 are to enact the DECD Early Years Learning Design, Assessment and Moderation Strategy around Reflective Practice and the Preschool Indicators: Numeracy and Literacy.

Children who turn four years old prior to the 1st of May in the current year attend Preschool as one group for two full days a week every Tuesday and Thursday from 8:45am to 3:15pm. This gives children 13 hours per week, and then every Wednesday in weeks 3, 6 and 9 they attend a full day to make up their 15 hours per week/600 hours a year entitlement.

Children may attend Rural Care from 6 weeks of age and are usually placed on a waiting list until they can access their preferred days within our ratios for a 2-worker model. There are 2 sessions offered (8am-1pm and 1pm-6pm), however all of our enrolments access full days. Preschool and Rural Care integrate at various times throughout the day, often during mat time music, in the larger outdoor environment and for special occasions and visitors.

After School Care is offered on a term-by-term basis depending on numbers, to preschool and school aged children. We are approved to provide this with a third worker, based in the preschool room and outdoor area, being a more suitable space for this particular age group. This group also integrates with Rural Care children at times.

Playgroup is offered on Fridays from 10am-12pm for families with children under school age. We average around 20 children per session. This is held in the Preschool room and outdoor area.

Our Playgroup and Rural Care programs provide a natural progression to our Preschool program which then flows onto the more formal education offered at the Cummins Area School. Parents are attracted to the notion of their child being able to access and complete their entire education journey within one place.

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

Sarah Wohling (Coordinator, Preschool and Rural Care)

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:

Service statement of philosophy

At Cummins Area School Preschool and Rural Care:

We believe...

Each child is an individual with their own culture, strengths, interests and needs. The voice of each child and family is essential in leading learning. Building a network of secure, respectful relationships between educators, children, families and community is paramount. It develops confidence in children making them feel respected and valued with a sense of belonging. In learning through play and nature, children will have time to simply be, as well as the opportunities to develop their identity, social and emotional awareness, wellbeing, confidence and communication in meaningful ways. We believe that the experiences we share with children in the early years will positively impact their wellbeing and development now, and in the future.

...therefore we...

- Value the diversity and voice of each child as well as their families and community including Australia's Aboriginal and Torres Strait Islander cultures.
- Actively support the inclusion of all children in Play.
- Communicate openly, clearly and respectfully with all families - fostering a strong and active partnership for learning for each child holistically and individually.
- Value and build upon children's interests and provide intentional learning experiences that engage curiosity and development, including the foundations of literacy and numeracy.
- Recognise spontaneous, teachable moments and use them to build on children's learning.
- Foster dispositions and risk-benefit mindsets for life-long learning.
- Create an environment that is open-ended, well resourced, stimulating and enjoyable.
 - Value and build upon children's respect, appreciation and wonder for the natural world around them.
- Commit to seeking feedback and ongoing professional development to update and inform educators in high quality pedagogy, principles and

practice related to Early Childhood Education.

Reviewed by Children, Parents, Educators Term 1 2018

Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

Standard 1.1	The educational program enhances each child's learning and development.	
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
Standard 1.2	Educators facilitate and extend each child's learning and development.	
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.

Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	
Assessment and planning cycle	Element 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child's progress.

National Law and National Regulations underpinning Quality Area 1

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 1 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)	1.1.1
Section 168	Offence relating to required programs	1.1.1, 1.1.2
Regulation 73	Educational program	1.1.1
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program	1.3.1

National Law and National Regulations		Associated element
Regulation 75	Information about educational program to be kept available	1.3.3
Regulation 76	Information about educational program to be given to parents	1.3.3
Regulation 274A NSW	Programs for children over preschool age	1.3.1
Regulation 289A NT	Programs for children over preschool age	1.3.1
Regulation 298A Queensland	Programs for children over preschool age	1.3.1

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths		Standard 1.1 The educational program enhances each child’s learning and development.
Approved learning framework	Element 1.1.1	<p>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.</p> <p>Our centre actively uses the Early Years Learning Framework to guide all curriculum decision-making. The EYLF is used to inform the curriculum and as educators we respond to children by providing learning through play to develop the five outcomes both planned and spontaneous. We also make decisions in the program to focus on principles and practices of the EYLF to develop at a deeper level. Our philosophy states that our approach to learning is based on “each child as an individual with their own strengths, interests and needs” and that “in learning through play and nature, children will develop their identity, social awareness, wellbeing, confidence and communication.”</p> <p>We are fortunate in a small community to be able to build strong relationships with our children and their families. We use information gathered from children and families about their strengths, interests and abilities to inform and build the foundation of our program.</p>
Child-centred	Element 1.1.2	<p>Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.</p> <p>We regularly seek information from families about their child and discuss individual learning goals for children. This information is documented and included in each child’s learning profile folders that are accessible to parents and children at any time and go home each term. Parents are provided a feedback sheet and we include their feedback in our programming for their child and at times the whole group. We hold parent interviews at the end of terms 1 and 3 to discuss children’s learning, strengths, interests and concerns. In 2019, we also reflected on the information provided by our families at the time of enrolment around children’s interests to guide the establishment of our play spaces and foster a strong sense of belonging to our Preschool from the onset.</p> <p>Children are active in decision making, adding their voice into learning stories and within activities and play. Observations of individuals and groups are recorded by educators and reviewed and discussed in program planning weekly.</p> <p>As a centre, and as part of our school priority, educators have been involved in a focus on the intent of our pedagogy and routines. The intent that we now bring to our programming is always based on the individual child, their needs and what they bring to their learning.</p>
Program learning opportunities	Element 1.1.3	<p>All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.</p> <p>Our centre ensures that <i>learning</i> is integral to each and every part of the day. We have predictable, yet flexible and responsive, routines that are visually displayed in the Preschool room and help children to feel safe, secure and confident. Getting to know the routine gives children a sense of belonging and a focus on ‘Belonging’ forms our initial programming. Children are given the opportunity to develop independence through unpacking and packing their bags, responsibility through caring for their lunchboxes and hats and</p>

		<p>social skills through large and small group sessions. Eating times are another opportunity for learning about wellbeing through discussions on healthy foods and habits as well as further social skills and table manners.</p> <p>The centre has a routine which provides large blocks of uninterrupted play and children may choose to be indoors or outdoors. The preschool does have a morning session indoors due to supervision as educators collect children from the bus at this time. We have three large group times during the Preschool day based around The Arts, Literacy, Numeracy and STEM. These group times lead into transitions for fruit, lunch and home times, involving sunscreen application, hand washing and collecting lunch boxes and water bottles.</p> <p>Our centre also includes times of relaxation during the daily routine which include listening to music, breathing, yoga and other choices. In 2017 the Preschool incorporated a 'star of the day', to give each child the opportunity to be the group leader, take responsibility for daily 'jobs' and feel a sense of belonging in the group.</p>
	Standard 1.2 Educators facilitate and extend each child's learning and development.	
Intentional teaching	Element 1.2.1	<p>Educators are deliberate, purposeful, and thoughtful in their decisions and actions.</p> <p>Through 2017 and beyond we have had a focus through staff meetings and training and development sessions on our intent. This focus flows through to our school staff meetings and priorities where Preschool staff have had even more training and discussion. We are fortunate being part of the school that we have access to other expertise such as the SLLIPS person in 2017, Cathy Ford. Cathy led us in discussions and thinking around intentional teaching and as a team we committed to action. For all of our programs and routines it has become embedded practice that we ask ourselves and each other, <i>if what we are doing is important, why it is important and if we could do it better?</i> This focus has led our staff into being more deliberate and purposeful in our approach to decision making and our actions.</p> <p>As well as educators being able to explain what they are doing and why they are doing it, we have also been focusing on making our intentions clear for children. They are questioned also about what learning they are doing and why it is important for them. We have found that this clarity in intentional teaching then flows through to parents to better inform them on the decisions and actions being made.</p>
Responsive teaching and scaffolding	Element 1.2.2	<p>Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.</p> <p>Educators in our centre are involved in children's play and learning and take the time to watch and really listen to be able to ask challenging questions and extend learning. Children's curiosity for learning is an ongoing focus in our centre and we are continually planning and evaluating our practice. We have done this formally using the Respect Reflect Relate document around Active Learning Environments. Through our ongoing planning cycle we continuously assess, evaluate and implement strategies and experiences to respond to children's strengths, skills and knowledge. We are responsive to children's and family's lives and provide meaningful experiences that sometimes occur spontaneously as well as planned, such as visits from new pets or baby siblings, or being involved in the local Christmas parade.</p>
Child directed learning	Element 1.2.3	<p>Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.</p>

		<p>The key concepts of belonging, being and becoming are integral in our centre. Our initial focus on belonging helps children to develop a strong sense of identity. As they become to feel safe and secure in the centre they become more confident in making choices and decisions. We have a variety of play spaces for children to initiate their own learning such as a reading corner, construction spaces, art areas, large open outdoor spaces and a nature area the children have named 'the jungle' over many years. The variety of spaces promote children to choose and direct their own learning and assess and take risks. During 2016 we also began to evaluate our materials and resources, ensuring they were more open-ended and introducing more natural and neutral items.</p> <p>Educators listen to and respect children's ideas, helping them to build upon and develop them. We have expectations for behaviour in the Preschool that have been developed and owned by the children based on keeping themselves safe and able to learn effectively. Our philosophy states the "the voice of each child is essential in leading their learning."</p>
	Standard 1.3 Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	
Assessment and planning cycle	Element 1.3.1	<p>Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.</p> <p>Through our pre-entry sessions held in the previous year we meet with parents and get to know children enrolling. We then ask parents to complete a profile page on their child, including the child's family members, interests, descriptions, participation in the community, as well as parent's priorities for development and concerns. Enrolling Rural Care children and families go through a similar process. We use this information as well as early observations to inform the program. This begins a cycle of planning where observations are recorded in our program book and then analysed for learning. This is documented, through anecdotal records and learning stories. Learning experiences are planned, implemented and evaluated for both individuals and the group. Each week educators reflect on learning in our program book. 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). From here the cycle continues.</p> <p>During term1, we develop an individual learning plan for each child and meet with parents individually to negotiate learning goals for their child. These goals form the basis for our observations, documentation and planning. Children's goals are updated each term and presented in their profile folders.</p>
Critical reflection	Element 1.3.2	<p>Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.</p> <p>With the introduction of consistent leadership in 2017 the centre has begun a more formal process for reflective practice. It has been built into staff meetings and a student free day was organised to reflect more deeply around assessment practices and learning stories in particular. The focus on intent has driven program planning in a collaborative nature where educators can question each other and deepen the learning for all children. A culture of collaboration and improvement is continually building within our staff team. Daily reflection from educators collaboratively and individually within the program book ensures this part of the planning cycle continually refines and improves our planning and practice.</p>
Information for families	Element 1.3.3	Families are informed about the program and their child's progress.

		<p>Our families are always encouraged to participate in a partnership with us in their child's learning and development. Families are consulted as to how we can best communicate with them, ensuring we are inclusive of all. Forms of communication include phone calls, text messages, notes home, Seesaw and emails. We have a number of children who attend Preschool on the bus where we don't often have the opportunity to see them to speak face-to-face so it is important we have a variety of communication methods. We have a centre newsletter that goes out three times a term and school newsletters are distributed fortnightly. Term overviews are included each term and we have a program book displayed at our entrance that invites families and children to comment on the program. Each child has a profile folder that they and their families can access any time. It documents children's progress and seeks feedback when it is sent home at the end of each term on a page asking for their thoughts and suggestions for the next term. Parent interviews are also held in terms one and three to discuss children's strengths, progress and goals.</p>
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Key improvements sought for Quality Area 1 (See Literacy and Numeracy Addendum)

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.3.2 Critical Reflection.	Through a self-assessment process in Week 0, staff identified that ongoing critical reflection around children's learning to inform programming needs to be strengthened.	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	H	<p>Assess current practices</p> <p>Involve staff in a survey around suggestions of how to improve.</p> <p>Read professional articles/view webinars about critical reflection.</p> <p>Share learning from Gowrie in 2018.</p> <p>Co-ordinator to liaise with other sites with rural care.</p>	A system in place that is achievable and working efficiently. Growth will be seen in children's learning outcomes as a result of an effective planning cycle.	<p>End of term 1</p> <p>Term 1-4</p> <p>Term 1</p> <p>Early Term 2</p>	

Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

Standard 2.1	Each child's health and physical activity is supported and promoted.	
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2	Each child is protected.	
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.



National Law and National Regulations		Associated Element
Section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	2.2.3
Section 165	Offence to inadequately supervise children	2.2.1
Section 166	Offence to use inappropriate discipline	2.1.1, 2.2.1
Section 167	Offence relating to protection of children from harm and hazards	2.2.1
Section 170	Offence relating to unauthorised persons on education and care service premises	2.2.1
Section 171	Offence relating to direction to exclude inappropriate persons from education and care premises	2.2.1
Regulation 77	Health, hygiene and safe food practices	2.1.2
Regulation 78	Food and beverages	2.1.3
Regulation 79	Service providing food and beverages	2.1.3
Regulation 80	Weekly menu	2.1.3
Regulation 81	Sleep and rest	2.1.1
National Law and National Regulations		Associated element
Regulation 82	Tobacco, drug and alcohol free environment	2.2.1
Regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs	2.2.1
Regulation 84	Awareness of child protection law	2.2.3
Regulation 85	Incident, injury, trauma and illness policies and procedures	2.1.2
Regulation 86	Notification to parents of incident, injury, trauma and illness	2.1.2

Regulation 87	Incident, injury, trauma and illness record	2.1.2
Regulation 88	Infectious diseases	2.1.2
Regulation 89	First aid kits	2.1.2
Regulation 90	Medical conditions policy	2.1.2
Regulation 91	Medical conditions policy to be provided to parents	2.1.2
Regulation 92	Medication record	2.1.2
Regulation 93	Administration of medication	2.1.2
Regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency	2.1.2
Regulation 95	Procedure for administration of medication	2.1.2
Regulation 96	Self-administration of medication	2.1.2
Regulation 97	Emergency and evacuation procedures	2.2.2
National Law and National Regulations		Associated element
Regulation 98	Telephone or other communication equipment	2.2.2
Regulation 99	Children leaving the education and care premises	2.2.1
Regulation 100	Risk assessment must be conducted before excursion	2.2.1
Regulation 101	Conduct of risk assessment for excursion	2.2.1
Regulation 102	Authorisation for excursions	2.2.1

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths	Standard 2.1 Each child's health and physical activity is supported and promoted.	
Wellbeing and comfort	Element 2.1.1	<p>Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.</p> <p>The wellbeing of children is of the highest priority across our whole school site. We have a wellbeing team within our school community, consisting of a coordinator, counsellors and a wellbeing practitioner. Our wellbeing practitioner visits the Preschool regularly to interact with children and discuss any concerns with educators</p> <p>Through spoken and written communication with parents, educators are informed of particular comforting items or routines, including sleep and toileting/nappy changing, for Rural Care children. A profile page has been recently refined to collect this information. Children's privacy is maintained, ensuring toilet doors are locked and we have painted over a window that was looking from the Preschool welcome area into the nappy changing room.</p> <p>Our routines include opportunities for sleep, rest and relaxation. For children in Rural Care who do not require sleep times, alternative quiet activities are provided and the centre has quiet spaces, such as book corners that children can access throughout the day. Relaxation is part of the Preschool routine and involves activities such as mindfulness, music, yoga and breathing.</p>
Health practices and procedures	Element 2.1.2	<p>Effective illness and injury management and hygiene practices are promoted and implemented.</p> <p>We are vigilant around hygiene practices and encourage children to implement them by modelling, reminders and visuals/posters. Checklists and charts assist staff in effective hygiene practices and relevant policies have been developed either at DECD or site level. We supervise hand washing prior to eating in Rural Care and Preschool and we monitor and educate the children about hand washing after toileting. These hygiene practices are explicitly taught through planned group sessions.</p> <p>We carefully follow immunisation procedures to prevent the spread of infectious diseases as per DECD policy, keeping records of children's immunisation status and implementing exclusion requirements from the service in the event of a present infectious disease.</p> <p>We continuously seek any identification of risks of injury in the centre with daily inspections by an SSO. Risk assessments are completed as required and we involve Preschool children in risk benefit assessments regularly, recording in our group book. All educators are qualified in First Aid relevant for Early Childhood (HTLAID004) and a high level of supervision is always maintained.</p> <p>Children's lunch boxes are stored in a refrigerator throughout the day and all children bring their own water bottles daily. We do supply fresh water in a container each day with cups that are put into a bucket once used.</p>

Healthy lifestyle	Element 2.1.3	<p>Healthy eating and physical activity is promoted and is appropriate for each child.</p> <p>Healthy eating is consistently encouraged at our centre. Rather than ‘policing’ lunchboxes we aim to educate children and families about healthy choices and habits. We use the Right Bite strategy with children and families, working on the stop light colours to categorise foods egg. green foods are those we can eat all the time, amber – sometimes and red being foods for limited occasions. We regularly include information about healthy eating in our newsletter and staff model healthy eating. Parents are given clear guidelines in our healthy eating policy and information book. Children get to experience a range of nutritious food through cooking activities with educators and parent volunteers, often using ingredients from our garden. These recipes always go home in our newsletters for families to try for themselves.</p> <p>Physical activity is programmed to develop gross motor skills, coordination and risk taking. We have a large open grassed area that allows for running, games, ball play and all sorts of physical activity. Children are encouraged to assess risks in climbing trees and equipment and supervision is always adequate.</p>
Standard 2.2 Each child is protected.		
Supervision	Element 2.2.1	<p>At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.</p> <p>Staff consistently maintain a high level of supervision in all available areas (indoor and outdoor). Our Preschool ratio of 1:11 is always met. Our Rural Care ratios for DECD ‘two-worker’ model are additionally always met. Our ‘jungle’ area that is higher in risk is kept locked with a gate and only opened when an educator is able to be present. Rural Care children may not always have access to both indoors and outdoors if staff are not able to supervise both areas. Rural Care age ratios to educators are always planned for and maintained. Excursion ratios are always met with extra SSO’s being employed or parent volunteers being sought. Risk assessments are completed when hazards or harm may be identified.</p>
Incident and emergency management	Element 2.2.2	<p>Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.</p> <p>WH&S hazard forms are reviewed regularly; these are presented at school meetings. All staff are encouraged to fill out issues in the grounds book, information is passed to the school and relevant action is taken. We have a school based WHS rep who manages the STAR portal. Emergency Phone numbers are displayed in the centre by all phones, procedures/maps are displayed near exits and invacuation and evacuation drills are practised/evaluated once per term, as a whole school campus. 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 early years first aid, asthma and anaphylaxis trained and the first aid kit is kept up to date. Children are involved in benefit/risk conversations that are recorded in a large book for reference.</p>



<p>Child protection</p>	<p>Element 2.2.3</p>	<p>Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.</p> <p>Our staff have all completed the RAN-EC training are aware of how to report and manage abuse or neglect related incidents by phone or online. The Keeping Safe: Child Protection Curriculum is delivered by educators, who have completed the training, throughout each year, with focus on the right to be safe, relationships, recognising and reporting abuse and protective strategies.</p>
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Key improvements sought for Quality Area 2

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

Standard 3.1	The design of the facilities is appropriate for the operation of a service.	
Fit for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child’s participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

National Law and National Regulations underpinning Quality Area 3

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 3 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2
Regulation 104	Fencing	3.1.1
Regulation 105	Furniture, materials and equipment	3.2.2
Regulation 106	Laundry and hygiene facilities	3.1.1
Regulation 107	Space requirements—indoor	3.1.1
Regulation 108	Space requirements—outdoor	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	3.1.1
Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1

National Law and National Regulations		Associated element
Regulation 115	Premises designed to facilitate supervision	3.1.1
Regulation 116	Assessments of family day care residences and approved family day care venues	3.1.1
Regulation 117	Glass (additional requirement for family day care)	3.1.1
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

<p>Upkeep</p>	<p>Element 3.1.2</p>	<p>Premises, furniture and equipment are safe, clean and well maintained.</p> <p>We have a number of processes in place to upkeep our building, furniture and equipment. We submit hazard or breakdown forms to the school WH&S committee for review and action. We also have a communication book with our grounds person who is skilled in many areas and seeks appropriate expertise when required. Staff at our centre are involved in daily safety inspections in precaution before children arrive. Equipment and toys are cleaned regularly and staff use a checklist to ensure this is maintained appropriately. The Preschool/Rural Care is covered within the schools ongoing maintenance schedule managed through DECD Assets/Facilities.</p>
<p>Standard 3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning.</p>		
<p>Inclusive environment</p>	<p>Element 3.2.1</p>	<p>Outdoor and indoor spaces are organised and adapted to support every child’s participation and to engage every child in quality experiences in both built and natural environments.</p> <p>Our centre aims to create learning spaces that engage and challenge our children's thinking. This is aligned with our school vision of children being ‘fully engaged in collaborative and autonomous learning’. In the Preschool and Rural Care we do this through creating flexible learning spaces based on children’s interests, both indoors and outdoors. Furniture and facilities are age-appropriate and allow for children to engage in learning and hygienic practices independently. Open spaces allow for children to be able to move between play spaces without disrupting others. A variety of learning spaces promote different grouping and types of play from quiet independent play to adventurous large group interactions. Spaces and resources are designed and selected to be as flexible and open-ended as possible and accessible to children’s ages and capabilities. Rural care children access the Preschool outdoor area as much as possible when supervision allows to maximise opportunities for those children to be engaged in a quality natural environment.</p>
<p>Resources support play-based learning</p>	<p>Element 3.2.2</p>	<p>Resources, materials and equipment allow for multiple uses, are sufficient in number, enable every child to engage in play-based learning.</p> <p>Our staff, including our grounds person, are very resourceful in gathering materials to enhance our program and children’s interests. Items resourced and purchased are thoughtfully selected to allow for use in multiple ways and stored to allow children easy access. We are quite well resourced and supported greatly by our parent fundraising committee who seek to renew our resources and materials to ensure our children and program are well supported. Resources, materials and equipment are shared across the centre and the learning environment is regularly rearranged and adjusted to suit children’s needs.</p>

Environmentally responsible	Element 3.2.3	<p>The service cares for the environment and supports children to become environmentally responsible.</p> <p>We are conscious of reducing waste at the centre. Currently we collect food scraps for compost and our school agriculture block chickens. We encourage and model limiting waste brought to the centre in lunchboxes and have held 'Nude Food' days. We reuse paper for drawing and writing and items from homes for construction, and at times collect used paper to recycle our own paper. We have installed a rainwater tank, which we use for water play in the sandpit through the pump and our vegetable garden is planted and maintained by children to grow food that we use for cooking. Children are educated about sustainability explicitly as well as through our daily actions, modelled at all times by educators. We develop an appreciation of nature in children through modelling and having them involved in caring for plants and animals and experiencing first-hand the interdependence we have with them and the land.</p>
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Key improvements sought for Quality Area 3

Improvement plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.1 Fit for purpose – QA 2- 2.1.2	Through a self-assessment process and gathering feedback from our parent committee, it has been identified that further development in the outdoor learning space is required.	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose including supporting the access of every child	M	<p>Review philosophy and align with current environment indoor and out. Establish intent of outdoor and indoor learning spaces</p> <p>Identify key stake holders and develop a working party to discuss and plan for further development including more shade/nature play areas.</p> <p>Consult with all voices (parents, staff, children)</p>	An engaging outdoor learning space that challenges, inspires and grows every child.	<p>Term 1</p> <p>Term 2</p> <p>Term 1</p> <p>Term 3</p>	



				Inspiration from visiting other sites. Familiarisation with Standard Outdoor Learning Environments Liaise with principal and facilities manager.		Term 1 Term 3	
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Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

Quality Area 4: Standards and elements

Standard 4.1		
Standard 4.1	Staffing arrangements enhance children's learning and development.	
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2		
Standard 4.2	Management, educators and staff are collaborative, respectful and ethical.	
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

National Law and National Regulations underpinning Quality Area 4

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 4 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1
Section 161	Offence to operate education and care service without nominated supervisor.	4.1.1
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	4.1.1
Section 162	Offence to operate education and care service unless responsible person is present	4.1.1
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	4.1.1
Section 164	Offence relating to assistance to family day care educators	4.1.1
Section 164A	Offence relating to the education and care of children by family day care service	4.1.1
Section 169	Offence relating to staffing arrangements	4.1.1
Section 269	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 117A	Placing a person in day-to-day charge	4.1.1
Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1
Regulation 118	Educational leader	4.1.1

National Law and National Regulations		Associated element
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1

National Law and National Regulations		Associated element
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 153	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 154	Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths		Standard 4.1 Staffing arrangements enhance children's learning and development.
Organisation of educators	Element 4.1.1	<p>The organisation of educators across the service supports children's learning and development.</p> <p>Our centre ensures that educator ratios are always maintained in the Preschool, Rural Care and excursions. Our consistency in organisation and rosters ensures educators are familiar to children and make them feel comfortable. Our Rural Care educators have a cross over period between shifts to ensure information is exchanged from the morning through to the afternoon and allows educators to be available and responsive to children. All staff are adequately qualified and the through staff meetings, individual performance management meetings and informal interactions, the Coordinator works to train, support and monitor educators in their role in working with children.</p>
Continuity of staff	Element 4.1.2	<p>Every effort is made for children to experience continuity of educators at the service.</p> <p>After a period with changes in leadership and leadership structures, the appointment of a new Coordinator in 2017 has provided a far more consistent environment in our centre. Day-to-day, across the centre, we have a very settled and consistent continuity of staff. This allows us all to build close and strong relationships with children and families, often over numbers of years from Rural Care to Preschool, as well as our relationships continuing into children's school lives. We make efforts to also keep continuity in our relief staff who then also build relationships with children and families to maintain their feelings of security.</p>
		Standard 4.2 Management, educators and staff are collaborative, respectful and ethical.
Professional collaboration	Element 4.2.1	<p>Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.</p> <p>With the introduction of a Coordinator in 2017, staff have worked together in a process of critical reflection to build a team environment where educators collaborate, learn together and from each other and focus on colleagues' strengths and skills. Part of initial staff meetings is to complete an online strengths survey to share with others and map to clearly identify where strengths lie to be able to draw from at times. As of 2017, staff meeting agendas have included allocated time for staff development as well as planning time. Staff development has been focused on learning around intent, curiosity, literacy and numeracy, learning stories and active learning environments. Planning has recently become a lot more collaborative, not just between Rural Care and Preschool educators but joint across the centre, sharing focus, ideas and resources. In 2017, group norms were negotiated as a team to ensure meeting and interactions were encouraged to be respectful with staff's contributions and viewpoints being valued. Our philosophy is reviewed and referred to regularly in regards to how we approach our work with children. The working environment we have created over the past year is one focused on continuous improvement and striving for high quality practice across the service.</p>

Professional standards	Element 4.2.2	<p>Professional standards guide practice, interactions and relationships.</p> <p>Our centre uses the National Quality Framework, the Early Years Learning Framework, Early Childhood Australia's Code of Ethics, DECD code of Ethics, our philosophy and our policies and procedures to guide our work. These standards are regularly discussed and reviewed at staff meetings and displayed in various ways in our centre.</p>

Key improvements sought for Quality Area 4

Improvement plan

Standard/ element	Issue identified during self- assessment	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 4.2.2	As a brand new preschool team in 2019, it is important that we establish a collaborative, respectful and professional culture and consistent practices across the site.	Educators work with mutual respect and collaboratively and challenge and learn from each other, recognising each other's strengths and skills. Professional standards guide practice, interactions and relationships.	M/H	<p>Improve communication across the site e.g. day book</p> <p>Identifying strengths/skills (process in staff meeting)</p> <p>Review centre policies/ Early Childhood Code of Ethics and discuss.</p> <p>Through Professional Development Plans, clarify roles and responsibilities and identify areas for professional learning.</p>	A collegial staff team who are committed to continuous improvement and maximising children's learning outcomes.	Term 1 Term 1 Term 1-4 Term 1 & 3	



				<p>Professional learning needs to be aligned to this Quality Improvement Plan.</p> <p>Celebrate our achievements along the way.</p>		Term 1-4	
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Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

Standard 5.1	Respectful and equitable relationships are maintained with each child.	
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships.	
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

National Law and National Regulations underpinning Quality Area 5

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 5 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 166	Offence to use inappropriate discipline	5.1.1, 5.1.2, 5.2.2
Regulation 155	Interactions with children	5.1.1, 5.1.2, 5.2.2
Regulation 156	Relationships in groups	5.2.2

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths	Standard 5.1 Respectful and equitable relationships are maintained with each child.	
Positive educator to child interactions	Element 5.1.1	<p>Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.</p> <p>Our relationships with children are the most important aspect of our work at our centre. We make every effort to build positive, respectful and trusting relationships with each child as quickly as possible to ensure they feel safe, secure and confident - belonging here at our centre. All children and families are encouraged to become familiar with our staff and centre prior to beginning Rural Care or Preschool through playgroup, pre-entry and informal visits. As part of a rural community, parents, children and educators often know each other within the community. This can make forming relationships at the centre easier. Educators access information about children from their parents before they begin and use this information to plan for interactions and experiences that will build trust and security. Educators take the time to listen to children and have reciprocal and positive conversations building relationships deeper. Educators focus on children's strengths and interests and we believe that with our reflections and follow on programming that our relationships are warm, responsive and build trust. All staff develop relationships with all children, these relationships include partnerships with families to ensure consistency and open communication about each child.</p>
Dignity and rights of the child	Element 5.1.2	<p>The dignity and the rights of every child are maintained.</p> <p>We are always mindful of maintaining the dignity and rights of our children and value children's voice. We also adhere to utmost confidentiality of children and family information. We ensure children's safety and well-being – physically, mentally and emotionally, is maximised at all times through our policies, procedures and practices.</p>
Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships.		
Collaborative learning	Element 5.2.1	<p>Children are supported to collaborate, learn from and help each other.</p> <p>Our learning environment is planned to promote collaboration between children. Spaces are set up to allow groups of children to learn together and help each other in their play. Educators model collaborating with children and each other and group times are planned for this. Large group times focus on Keeping Safe helping children learn to develop friendships and get along with others. Small group times allow children to practice skills and work towards common goals together as groups or pairs. Opportunities for children to work together collaboratively and effectively are varied and encouraged throughout the centre.</p>

Self-regulation	Element 5.2.2	<p>Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</p> <p>Self-regulation is a focus across our school site, beginning with the very youngest of our children in our centre. We involve the children in setting behaviour expectations in the Preschool based on keeping safe and being able to learn. Our educators have high expectations of children and model and promote this. We employ a variety of strategies to guide behaviour including redirection, suggesting better choices and providing warning before pack up times. 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. We implement explicit teaching about emotions and conflict resolution strategies using the Keeping Safe program.</p>

Key improvements sought for Quality Area 5

Improvement plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

Standard 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

National Law and National Regulations underpinning Quality Area 6

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 6 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 175	Offence relating to requirement to keep enrolment and other documents	6.1.3, 6.2.1
Regulation 157	Access for parents	6.1.1

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths	Standard 6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role.	
Engagement with the service	Element 6.1.1	<p>Families are supported from enrolment to be involved in the service and contribute to service decisions.</p> <p>Our enrolment and child orientation procedures have become well established. Families are provided with an enrolment pack including a parent information booklet about the service. This outlines our philosophy, times of operation, policies and procedures. We offer a Pre-entry program consisting of 3, 3-hour sessions at Preschool in term 4 prior to beginning their preschool year. Prior to these sessions we hold a parent morning tea and information session where parents are invited into the Preschool to listen to information and ask questions. It is a great chance to make initial contact with new parents and welcome them to the centre. In our enrolment packs we provide profiles that we ask parents to complete about their children with spaces provided for them to voice what they want to see their child develop in, what they are looking forward to and any concerns they have. This is valuable information for educators to use to support children and families from the very beginning of the year. Throughout the year families receive newsletters and other forms of communication asking for their input in reviewing our philosophy, policies, procedures, Quality Improvement Plan goals and other types of feedback. We have a display in our welcome area at all times encouraging parents to give feedback specifically around our Quality Improvement Plan Improvement Priorities aligned to the 7 National Quality Areas.</p> <p>Our parents are encouraged to take an active role by joining the Parent Committee. This is predominantly a fundraising group and the Coordinator as well as a Rural Care educator attend meetings to present programming and discuss centre issues and operations to seek feedback. The Cummins Area School have an established Governing Council who support the Principal in the effective operations of the school. The Preschool and Rural Care Parent Committee is a sub-committee of this and report to the Governing Council through minutes and have a representative attend those meetings.</p>
Parent views are respected	Element 6.1.2	<p>The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.</p> <p>We encourage families to come into the centre to join us in learning through cooking, craft, pet visits, family or cultural traditions, gardening or anything else they are willing to share. Valuing their contributions builds a strong partnership between home and our centre. As well as gathering recorded information from parents, we hold parent interviews in terms 1 and 3 to discuss individual learning and wellbeing as well as maintaining good relationships with parents so that they feel comfortable in discussing children's needs at any time during the year through informal chats or scheduled meetings.</p> <p>Profile folders are used to document progress of children's learning and parents are given the opportunity in these folders each term to give feedback about progress and future goal setting.</p>

<p>Families are supported</p>	<p>Element 6.1.3</p>	<p>Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.</p> <p>Our centre's newsletter is an important source of information for parents about our services including supportive information ranging from healthy eating to early years learning to parent support on a range of topics. Our Facebook pages also offer information as well as display boards around the centre.</p> <p>We also work closely with school staff as well as health services such as CAFHS and our DECD support staff to provide parents with current information they may be seeking. In 2017 we held a 'Bright Little Bees' program at the centre giving parents the opportunity to meet and talk with a variety of health and support professionals in the local area.</p>
<p>Standard 6.2 Collaborative partnerships enhance children's inclusion, learning and wellbeing.</p>		
<p>Transitions</p>	<p>Element 6.2.1</p>	<p>Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.</p> <p>A number of transitions occur throughout the centre for children. We have successful enrolment and orientation processes for children entering the centre from home. Our predictable routines ensure smooth transitions throughout the day's program. Our transition program from Preschool to school continues to develop to best suit the needs of the children involved. Transition to school takes place throughout the year with regular and ongoing visits to the Library and involvement in school events such as Science Day. During term 4 the Preschool and school staff work together to implement a formal transition program where parents are invited in for a tour and information session and children build up time weekly in classroom sessions. As children begin school, educators are provided with Statements of Learning, Phonological Awareness Skills Mapping and further support information such as speech programs by the Preschool staff.</p>
<p>Access and participation</p>	<p>Element 6.2.2</p>	<p>Effective partnerships support children's access, inclusion and participation in the program.</p> <p>Our most effective partnership in supporting children in our program is with the children and their parents. We work hard to build relationships with parents and give them plenty of opportunity to share in their child's learning and wellbeing. By keeping informed of children's strengths, interests and skills, through discussions and observations, educators can use this information to plan for each child in the program.</p> <p>We also work in partnership with other support agencies such as speech pathologists to ensure children can access and be included in the program at all times.</p>
<p>Community engagement</p>	<p>Element 6.2.3</p>	<p>The service builds relationships and engages with its community.</p> <p>Being part of a small, rural community allows us to really involve ourselves and our children. We take part in many local excursions to the railway triangle park and local businesses such as the Post Office. We also regularly invite local members of the community into our centre such as our Police Officer, Ambulance and CFS volunteers. Our Parent Committee is part of the</p>



		<p>organisation of the annual Cummins Christmas Festival and as a centre our children and staff participate in the Christmas Parade. We belong to a very generous community who support our whole school at every opportunity.</p> <p>In 2017 we have reconnected a relationship with the Port Lincoln Children’s Centre, a site with a high percentage of Aboriginal children and staff. This is particularly important as cultural diversity, whilst present in our community, is not a dominant characteristic. We visited each other during the year and it gave us opportunities to learn more about our local Aboriginal culture and perspectives in an authentic and non-tokenistic way. We will continue this connection with our new groups of children. We also explored another neighbouring beachside town as part of our learning program.</p>
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Key improvements sought for Quality Area 6

Improvement plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

Quality Area 7: Governance and Leadership

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

Quality Area 7: Standards and elements

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

National Law and National Regulations underpinning Quality Area 7

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 7 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3
Section 56	Notice of addition of nominated supervisor	7.1.2
Section 56A	Notice of change of a nominated supervisor's name or contact details	7.1.2
Section 161	Offence to operate education and care service without nominated supervisor	7.1.2
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	7.1.2
Section 162	Offence to operate education and care service unless responsible person is present	7.1.2
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	7.1.2
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	7.1.2, 7.1.3
Section 164	Offence relating to assistance to family day care educators	7.1.2
Section 164A	Offence relating to the education and care of children by family day care service	7.1.2, 7.1.3
Section 165	Offence to inadequately supervise children	7.1.2
Section 166	Offence to use inappropriate discipline	7.1.2

National Law and National Regulations		Associated element
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1
National Law and National Regulations		Associated element

Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children's attendance record to be kept by approved provider	7.1.2
Regulation 159	Children's attendance record to be kept by family day care educator	7.1.2
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2
National Law and National Regulations		Associated element

Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2
National Law and National Regulations		Associated element

Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – staff members	7.1.2
Regulation 358 Victoria	Working with children check to be read	7.1.2
Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2

Summary of Strengths

Strengths		Standard 7.1 Governance supports the operation of a quality service.
Service philosophy and purpose	Element 7.1.1	<p>A statement of philosophy is developed and guides all aspects of the service's operations.</p> <p>After previous consultation between staff at the centre and school, in 2017 the centre's statement of philosophy was redeveloped to more accurately represent the shared purpose and principles of our service. Staff worked collaboratively to develop the statement and sought input from families and the Parent Committee. Our philosophy underpins all of our work in the centre and is reviewed each year to ensure it continues to reflect the staff, children, families and community at the time.</p>
Management systems	Element 7.1.2	<p>Systems are in place to manage risk and enable the effective management and operation of a quality service.</p>

		As a school based Preschool and Rural Care service we work in partnership with our school administrative and leadership staff to effectively manage systems such as EYS, IRMS, STAR and HR portal. Staff complete risk assessment processes when they are identified and go through a process with the children as well. Records of children, families and staff are stored confidentially in locked filing drawers. We continually review and adjust policies and procedures within the centre and these are available in a folder for parents and others to access at any time. Paper copies and electronic records of all staff qualifications are kept including Teaching qualifications, RAN-EC, DCSI police clearances, Keeping Safe Child Protection Training and First Aid Training. A school Governing Council has been established within a Constitution, a list of Governing Council members and roles, minutes of meetings and budget/finance reports are maintained.
Roles and responsibilities	Element 7.1.3	<p>Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.</p> <p>Staff are clear of their roles and responsibilities and some of this has been negotiated together over time. Our staffing structure is led by a coordinator who works under the school Principal and Primary Assistant Principal. The coordinator manages both the Preschool and Rural Care who have staff working in each with some two working across the services. Although our Preschool and Rural Care staff may work with different children in different services we perform as a team in making decisions and operating the centre. An induction process is in place for new employees although it along with the current Staff Handbook are under review.</p>
Standard 7.2 Effective leadership build and promotes a positive organisational culture and professional learning community.		
Continuous improvement	Element 7.2.1	<p>There is an effective self-assessment and quality improvement process in place.</p> <p>The site works on a culture of ongoing improvement using the tools of self-assessment, parent opinion surveys, reflective practices and the QIP. All staff members are involved in self-assessment of the centre and continually monitoring and setting new goals for our QIP each year. Staff participate in Performance Management meetings throughout the year with the coordinator to set individual goals and monitor and evaluate them. All centre policies and procedures are reviewed at regular intervals in consultation with staff and parents. An example of reflective practice was in 2017 when staff identified that they had become unclear about the quality of children's learning stories as an assessment tool. Research was led by the coordinator to bring back together to decide on a change in practice. Examples were brought along and staff identified strengths in examples as well as research. A guideline for learning stories was developed by staff and after making changes we reflected by sharing examples and noted positive outcomes for children and families who were now being more involved in the learning stories themselves. A goal was set to continue to follow the guidelines negotiated and we saw an improvement in the quality of our learning stories. After more review and reflection, it was agreed that children's voice would be included in the stories and this led to ensuring stories were actually being shared with the children and used as part of the whole planning cycle. Staff now feel more confident in their process of assessment through this critical reflection process.</p>
Development of professionals	Element 7.2.3	<p>Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.</p> <p>Staff meet with the Coordinator each term to develop individual Performance Development plans and review performance. We work together to determine goals and areas for development that are aligned to the centre priorities as well as individual areas for growth and how this learning and development can be achieved.</p>

Key improvements sought for Quality Area 7

Improvement plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.2 7.2.2 Educational leadership	With a new coordinator appointed for 2019, professional support will be required.	The educational leader is supported to develop systems for the effective management and operation of the service and leads the implementation of the educational program	H	Regular liaison with Mike Ford/Mel Degner. Regular support from the Educational Leader. Professional networking with other Early Years Leaders/directors across the Eyre Peninsula. Attending Central Eyre Early Years PLC.			Sarah to attend crucial conversations training in Term 1 Sarah to attend leadership summit in Adelaide

2019 literacy and Numeracy Plan for Cummins Preschool and Rural Care

Plan summary

Literacy and/or Numeracy GOALS	Success Criteria	Challenge of Practice
<p>Goal 1:</p> <p>To increase children’s oral language skills, in particular, oral comprehension *longer and more complex sentences with more descriptive words</p> <p>Whole school focus Brightpath Writing</p>	<p>2019:</p> <p>Rural Care through to end of Preschool:</p> <p>Oral Language: Children:</p> <ul style="list-style-type: none"> • use non-verbal gestures or single words to communicate. use word phrases • use simple sentences (three to four words) to express needs and wants • use longer sentences (five to six words) to communicate • recognise sentences are key units for expressing ideas ie. Word order is important for meaning use more complex sentences to express ideas and feelings <p>Comprehension: Children:</p> <ul style="list-style-type: none"> • repeat words and actions demonstrated in books relate stories to self and shares information • imitate the act of reading through play • compare and predict events in a story, act out main events of a familiar story • retell a story including many details and draw connections between story events • use comprehension strategies to understand and discuss texts listened to, viewed or read independently <p>(taken from NT EYLF)</p>	<p>If we build a common understanding of children’s oral language development and specific strategies to support meaning making, then we will increase children’s oral comprehension skills.</p>
<p>Goal 2:</p> <p>To consolidate children’s phonological awareness skills in the Preschool domains as well as increase skills in the early reception domains</p> <p>2018 PASM growth indicated 61% of children achieved both Preschool domains</p>	<p>2019:</p> <p>High level of growth in syllable and rhyme match by the end of the Preschool year</p> <p>Rural Care through to end of Preschool</p> <p>Phonological Awareness: Children:</p>	<p>If we build shared understanding of the developmental progressions around phonological awareness and how to explicitly teach and embed it, then we will consolidate children’s phonological awareness skills.</p>

	<ul style="list-style-type: none">• identify sounds in the environment – hear increasingly subtle difference, join in nursery rhymes and songs• play with words, sounds, rhythm and rhymes• copy the rhythm of words; recognise and invent rhymes and repetitive phrases, notice words that begin the same way. Clap in time to the rhythm of words• hear and repeat syllables in words, play with sound to create new words• recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words <p>(taken from NT EYLF)</p>	
Goal 3:	2019:	

Step 1 Analyse and Prioritise

Analyse information available information and answer the question “What are the goals for improvement?” Specify 3 goals and annual success criteria for children’s learning improvement.

Literacy and/or Numeracy GOALS	Success Criteria
<p>Goal 1:</p> <p>To increase children’s oral language skills, in particular, oral comprehension *longer and more complex sentences with more descriptive words</p>	<p>Rural Care through to end of Preschool: Oral Language: Children:</p> <ul style="list-style-type: none"> • use non-verbal gestures or single words to communicate. use word phrases • use simple sentences (three to four words) to express needs and wants • use longer sentences (five to six words) to communicate • recognise sentences are key units for expressing ideas ie. Word order is important for meaning use more complex sentences to express ideas and feelings <p>Comprehension: Children:</p> <ul style="list-style-type: none"> • repeat words and actions demonstrated in books relate stories to self and shares information • imitate the act of reading through play • compare and predict events in a story, act out main events of a familiar story • retell a story including many details and draw connections between story events • use comprehension strategies to understand and discuss texts listened to, viewed or read independently
<p>Goal 2:</p> <p>To consolidate children’s phonological awareness skills in the Preschool domains as well as increase skills in the early reception domains</p>	<p>High level of growth in syllable and rhyme match by the end of the Preschool year</p> <p>Rural Care through to end of Preschool Phonological Awareness: Children:</p> <ul style="list-style-type: none"> • identify sounds in the environment – hear increasingly subtle difference, join in nursery rhymes and songs • play with words, sounds, rhythm and rhymes • copy the rhythm of words; recognise and invent rhymes and repetitive phrases, notice words that begin the same way. Clap in time to the rhythm of words • hear and repeat syllables in words, play with sound to create new words • recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words

Goal 3:	
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Step 2 Determine the challenge of practice

Consider how improvement in teaching practice will help to achieve your improvement goals and answer the question “What areas of practice should we focus on improving to reach our goals?”

The challenge of practice is a statement produced by preschool educators, informed by their professional judgement and best practice evidence, about how improvements in teaching can improve children’s learning in the specific goal areas. Critically reflect on strengths and weaknesses of your current practices in the goal areas, to determine challenges of practice:

1. What are the strengths of our current practice? How do we know?
2. In what areas of practice can we improve? How do we know?
3. What area of practice should we focus on improving to achieve our goal?

Challenge of practice

Goal 1:	If we build a common understanding of children’s oral language development and specific strategies to support meaning making, then we will increase children’s oral comprehension skills.
Goal 2:	If we build shared understanding of the developmental progressions around phonological awareness and how to explicitly teach and embed it, then we will consolidate children’s phonological awareness skills.

Goal 3:

Step 3 Plan actions for improvement

Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?' Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

Goal 1:	To increase children's oral language skills, in particular, oral comprehension *longer and more complex sentences with more descriptive words		
Challenge of practice:	If we build a common understanding of children's oral language development and specific strategies to support meaning making, then we will increase children's oral comprehension skills.		
ACTIONS	TIMELINE	ROLES AND RESPONSIBILITIES	RESOURCES
Consulting with Department advice papers around oral language Regular attendance at local PLC meetings in emergent literacy Regular liaison with JP staff Educate parents about oral language development and what can be done at home Programming and planning to explicitly teach and embed oral language and comprehension	Term 1 2019 Ongoing 2019 Ongoing 2019 Ongoing 2019, beginning early term 1 Ongoing 2019	Coordinator to lead staff in analysing, discussing and implementing advice papers Preschool coordinator and teacher to attend and share with Rural Care staff Preschool coordinator and teacher to attend weekly staff meetings to liaise with JP staff in improvement team Coordinator and staff to provide parent friendly info in newsletters, etc Educators to program and plan for oral language	*Intranet – Best Advice Papers: 'The 'Big 6' of Reading' 'Oral Language' TRT? To be sourced (possibly Lisa Burman articles and brochures) To be sourced
SUCCESS CRITERIA	*Staff share a common understanding of children's oral language development * Staff develop specific strategies to support meaning making Rural Care through to end of Preschool: Oral Language: Children: <ul style="list-style-type: none"> • use non-verbal gestures or single words to communicate. use word phrases • use simple sentences (three to four words) to express needs and wants • use longer sentences (five to six words) to communicate • recognise sentences are key units for expressing ideas ie. Word order is important for meaning 		

use more complex sentences to express ideas and feelings

Comprehension:

Children:

- repeat words and actions demonstrated in books
relate stories to self and shares information
- imitate the act of reading through play
- compare and predict events in a story, act out main events of a familiar story
- retell a story including many details and draw connections between story events
- use comprehension strategies to understand and discuss texts listened to, viewed or read independently

Goal 2:

To consolidate children’s phonological awareness skills in the Preschool domains as well as increase skills in the early reception domains

Challenge of practice:

If we build shared understanding of the developmental progressions around phonological awareness and how to explicitly teach and embed it, then we will consolidate children’s phonological awareness skills.

ACTIONS	TIMELINE	ROLES AND RESPONSIBILITIES	RESOURCES
Consulting with Department advice papers around phonological awareness	Term 1 2019	Preschool Coordinator to lead staff in analysing, discussing and implementing best advice papers	Intranet: Best Advice Papers: 'The 'Big 6' of Reading' 'Phonological Awareness'
Regular attendance at local PLC meetings in emergent literacy	Ongoing 2019	Preschool Coordinator and teacher to attend meetings and share back to rural care staff	TRT?
Programming and planning to explicitly teach and embed phonological awareness skills using term 1 PASM data	Ongoing 2019	Educators to program and plan for phonological awareness skills	PASM and associated resources Other to be sourced

SUCCESS CRITERIA –

High level of growth in syllable and rhyme match by the end of the Preschool year

Rural Care through to end of Preschool

Phonological Awareness:

Children:

- identify sounds in the environment – hear increasingly subtle difference, join in nursery rhymes and songs
- play with words, sounds, rhythm and rhymes
- copy the rhythm of words; recognise and invent rhymes and repetitive phrases, notice words that begin the same way. Clap in time to the rhythm of words
- hear and repeat syllables in words, play with sound to create new words
- recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words

Goal 3:			
Challenge of practice:			
ACTIONS	TIMELINE	ROLES AND RESPONSIBILITIES	RESOURCES
SUCCESS CRITERIA –			

Plan approval

Approved by Director:

Name:

Date:

Approved by governing council chairperson:

Name:

Date:

Approved by Education Director:

Name:

Date: