

Quality Improvement Plan



Long Day-Care

July 2018 – June 2019



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	
Pormpur Paanthu Long Day-Care		SE – 4000 7581	
Primary contacts at service			
Joyce Fourmile			
Physical location of service		Physical location contact details	
Street	22-23 Yalu Street	Telephone	0740 604 165
Suburb	Pormpuraaw	Mobile	0499 555 882
State/territory	Queensland	Fax	
Postcode	4892	Email	ldc@ppac.org.au
Approved Provider		Nominated Supervisor	
Primary contact	Ganthi Kuppusamy	Name	Joyce Fourmile
Telephone	0740 604 295	Telephone	0740 604 129
Mobile	0408 640 059	Mobile	0499 358 266
Fax	0740 604 280	Fax	
Email	ganthi.kuppusamy@ppac.org.au	Email	joyce.f@ppac.org.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	08:00	08:00	08:00	08:00	08:00	CLOSED	CLOSED
Closing time	16:30	16:30	16:30	16:30	16:30	CLOSED	CLOSED

Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

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

- There is no existing onsite car park, however, street parking available.
- Playgroup/Family and Children's Group is being implemented and supported by staff on Monday afternoons from 2pm – 3pm during school terms, not school holidays.
- During Term 4, children who are due to commence Pre-Prep the following year are offered transition (pre-entry) week in the last two weeks of school.

How are the children grouped at your service?

- We are a multi-age group and combined service, ranging from 6 weeks to 4 years old.
- The babies of 6 weeks to 12 months old have their own cot room for rest periods, while the 1 to 4 year old children rest in the general indoor area on the sleep mats.

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

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

Please insert your service's statement of philosophy here.

It is our aim to provide care for each child within our service, which strives to benefit both the child's wellbeing and social needs, while supporting the child's right to grow and learn in a supportive environment. We strive to assist the children in becoming active and involved citizens and to respond to diversity with respect.

Our centre believes that children have the right to have their individual and cultural identity recognised and respected and we aim to promote greater understanding of local Aboriginal and Torres Strait Islander ways of knowing and being.

We strive to develop the cultural heritage of our children by ensuring other cultures are equally recognised and incorporated into our programs.

We acknowledge that parents and families are the child's primary caregivers and that respectful, collaborative relationships need to be engaged within our service to value each other's opinions, knowledge and roles. Our service encourages participation by all families, specialists and visitors from the wider community. We show strong commitment to continuous improvement to ensure that best practices are exercised in all areas. This is achieved by critically reflecting on policies, practices and interactions and taking into account suggestions from families and educators.

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
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	

Key improvements sought for Quality Area 1

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
1.1.1	Curriculum decision-making does not contribute to each child's learning and developments	To get more information of each child.	H	<ol style="list-style-type: none"> 1. Have an EYLF refresher session. 2. Communicate and exchange information with families. 3. Implement observations and documentations. 	<p>To communicate with families about their child's learning.</p> <p>All families will share the learning with their child, other children and staff.</p>	26/07/2019	Lack daily communication with families of the children.
1.1.2	Foundation of the program to be more accurate and consistent.	Childrens interests embedded into the educational program.	H	<ol style="list-style-type: none"> 1. Provide both intentional and spontaneous driven learning experiences. 2. Observations. 3. Identify the childrens interests. 4. Input the interests into the educational program. 	<p>Timelines for records and assessment documented and shared with staff and families.</p> <p>Agenda and meeting discussion recorded.</p> <p>Daily reflective journal for staff.</p>	26/07/2019	Staffs are verbally sharing the identified interests of the children.
1.1.3	Aspects of the program are minimum opportunities.	Prepare and deliver an enriched and meaningful program with maximum opportunities for all children.	H	<ol style="list-style-type: none"> 1. Reflect back on photos of each child. 2. By way of critical thinking, gather information and investigate ways of delivering learning experiences that 	<p>Ask families what the child likes to do at home, what they did on the weekend.</p> <p>How did they do it?</p>	26/07/2019	Camera has been damaged and need a new one that can be recharged. Also awaiting the centres iPads to be repaired.

	A small group of children with hearing problems found following some routines difficult.	Visual schedule clearly visible for students to use. Routines broken in to smaller parts for students requiring further attention		increases each child's development. 3. Develop and use social stories and sequence cards around some routines as required with children.	The daily routine is established and adhered to as closely as possible but still allowing for flexibility. This information is provided to families and discussed at New Parent Meetings/Information Sessions. The children are secure and confident with the familiar routine.		Create visual schedule and display near entrance and other parts of the room. Children to use the visual schedule and follow daily routine.
1.2.1	Educators to be considerate in deliberate, purposeful, and thoughtful decisions and actions.	Work closely with the children more often to provide more enriched learning experiences.	H	<ol style="list-style-type: none"> 1. Have pen and scrap paper ready. 2. Interact or be much closer to the kids. 3. Observe and listen. 4. Document date, time, location and notes. 5. This will be more meaningful towards activities. 	Exchange more information of childrens interests at home to embed in the learning experiences at the Long Day Care service.	26/07/2019	Staffs have had some training, however, are still learning and are interested in any additional professional developments.
1.2.2	Need to put into practice more story time for active interactions and communication.	Introduce more different stories and songs during group time.	H	<ol style="list-style-type: none"> 1. Include story in program table. 2. Have a folder or list of songs and nursery rhymes. 3. Read and sing these to and with the kids. 4. Ask the kids 	<p>Create a folder of songs and nursery rhymes.</p> <p>Children share their stories from their weekends and holidays.</p>	26/07/2019	Educators sometimes respond to children's ideas and play and through extension.

				open ended questions to get a response.			
1.2.3	Limiting children to make choices and decisions which reduce their self help skills and development.	<p>Allow children to speak or direct staff to what they are interested in or if they need to do something.</p> <p>E.g. go to the toilet or to get their drink bottle from the fridge to drink some water.</p>	H	<ol style="list-style-type: none"> 1. Educators are to listen to the children when they approach. 2. Ask them open ended questions if you don't understand what they are saying and don't hurry them. 3. Allow and supervise them with any safety information or tell them why not if they want something that's not allowed. 4. Read and sing these to and with the kids. 	<p>Children understand that they cannot bring sweets into the centre unless it's a special day all together.</p> <p>They understand that it is unhealthy food.</p>		Most of each child's agency is being promoted, enabling them to make choices and decisions that influence events and their world.
1.3.1	There are nil implementation in documentation of assessment and planning cycle.	Be more child focused and observant to deliver an enriched and meaning learning experiences	H	<ol style="list-style-type: none"> 1. Refer to the observation/program cycle of the Belonging, Being and Becoming – RIPD package. 2. Implement the methodology. 	Staff to discuss policies and procedures to accept strategies in order to complete documentations.	26/07/2019	To commence all documentations.
1.3.2	Program, planning and implementation are not determined by critical reflection, nil observations have been	To have at least one observation or learning story per child this year.	H	<ol style="list-style-type: none"> 1. Collect endless information of each child. 2. Communicate with other staff. 3. Make 	Maybe ideal to use pictorial ways of delivering to children, families and educators.	26/07/2019	Implement all activities together as a whole.

	documented.			<p>observations.</p> <ol style="list-style-type: none"> 4. Include images or videos by taking photos or record moments. 5. Exchange information with child's families. 6. Check notes that you already have. 			
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Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

Standard 2.1	Each child's health and physical activity is supported and promoted.	
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 underpinning Quality Area 2

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 2 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)(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

Staffs assists and/or instruct children to retrieve their bed-sets and prepare the beds to sleep and rest their body. If child does not need to sleep, they are then offered to lay or sit down with a storybook or have quiet activities.

All staff has current first aid qualification. Infectious diseases are reported to families with information displayed and included in newsletters. We have an Emergency Pocket Pack that securely holds medication equipments for children with specific health needs/ action plans. These are to be photographed and displayed for all staff to have information. All first aid equipment is stored appropriately.

The centre staffs encourage families to provide healthy meals and snacks for their child at the long day care. Families receive healthy eating information from the rotating stand in the foyer.

The centre (both indoor and outdoor) is inspected every morning to prevent any risks to children, families and staff. Children are encouraged to be steady and safe during activities. Water bottles, hats and sunscreen are used on a daily basis and continue throughout the year as the Cape of Queensland is always very hot.

All incidents are documented and filed for parents/carers information; procedures are followed to care for any child and staff. Emergency procedures such as fire drills, evacuations and lockdowns are regularly practised with the children and recorded then filed in folder.

The Centre environment is always effectively supervised. Staffs maintain the Centre's roster arrangements and use a verbal hand over procedures to maintain a continuation of care and learning. All staff trained in Responding to Abuse and Neglect (child safe environments.).

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
2.1.2	Self review highlighted that children are likely to cross contaminate their hands by collecting their hats from their bags after washing their hands for lunch and fruit. Also need a washing machine to maintain and provide clean linen, materials, hats, clothes, plush toys, cleaning and cooking clothes, etc.	<p>Correct health and hygiene procedures in place and being followed Hat wearing schedule at group times written and implemented.</p> <p>To repair the small washing machine or to purchase a larger and new machine that can do big loads instead of 6-10 small loads.</p>	H	<ol style="list-style-type: none"> 1. Write names on hats and a Hat Wearing Schedule implement and adhere to. Ensure all educators are clear of the schedule and requirements. 2. Request CEO to purchase large new washing machine from the local store. 	Schedule/Procedure in place and being followed from the daily routine.	26/07/2019	Implementing strategies families use at home.
2.1.2	As per the Dept for Education have recently released a new 'Protecting Children Against Vaccine and Preventable Diseases Procedure'. We need to sight children's immunisation records and	Dept for Education Protecting Children Against Vaccine and Preventable Diseases Procedure implemented. Unvaccinated children excluded from the service as required.	H	<ol style="list-style-type: none"> 1. Familiarise educators and families with procedure. 2. Request families bring in their child's immunisation records on enrolment. 3. File records in system. Follow-up all 	Procedure being followed.	26/07/2019	Have been asking families for the immunisation records and either have brought in the Red Book or a copy from the Primary Health Centre.

	exclude children who are not vaccinated in the event of vaccine preventable disease outbreak at the service.			<p>vaccinations with families as they become due.</p> <p>4. Update records on system.</p> <p>5. Notify parents in the event of an infectious disease and vaccine preventable disease. Make a record of unvaccinated children.</p>			
2.1.3	Setup challenging physical activities outdoors?	Document physical activities weekly programme	H	Add details and images to weekly program.		26/07/2019	

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

Strengths	<p>A Daily Safety Inspection is performed on the opening of every work day. This is to check that everything is operating and functioning as per normal. This includes raking the yard and sandpit for any foreign objects. All identified faults are record, documented and then sent through to either the Local Council or BAS (Building Assets and Services) for a Work Order Request. All hygiene requirements (e.g. sinks, taps, soap dispenser, hand towel dispenser, toilets) are at childrens level, we also have a ramp slope at the front and veranda doors and rails in the staff toilets for any wheel chair access.</p> <p>Educators report repairs needed and record for actioning by director.</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	Children have nil free access to the outdoor storage shed by way of free choice.	Allow children to easily and safely access the storage shed to choose toy or equipment.	H	Request to have barrier removed.	Educators have sometimes taken children to the storage shed to make selections.	26/07/2019	Educators inspecting and entering the storage shed is fine for now, however, the shed often cluttered and makes it unsafe for the kids to enter. Need more space.
3.1.1	The storage shed is cluttered with toys and equipment of all sizes, we need more storage.	To get the rest of storage shed for more space.	H	OSHC and Youth are to get their own storage, and then LDC can have more storage space.	Educators feel safe and are able to regulate who enters the outdoor storage shed more easily.	26/07/2019	Educators firstly inspect storage shed and then allow children to enter under their supervision.
3.1.2	Toys and toy cabinets are often left with dirt stain, dust or sand on them.	To clean, spray and wipe down all furniture's and toys.	H	Include in the daily cleaning checklist.	Have updated the cleaning schedule, but may need to update again by adding the toys.	26/07/2019	Some staff is cleaning furniture's and toys sometimes.
3.1.2	Pool fence/gates divide the outdoor yard/play area into 3 sections, this makes children limited and restricted to access the areas, including sandpit and outdoor shed.	To have the pool gates removed which will result in a more easily accessible and larger outdoor space.	M	Lodge a work order to the CEO to have the fence removed.	To not always be unlatching, opening, closing or jamming back the gate for access.	26/07/2019	Using objects to hold gates open while carry through the toys, including the larger items when setting up outdoor.

3.2.1	Most spaces are arranged to support child's play in built environments.	To provide an organised and adapted play spaces for children of all ages to be engaged in the natural environments.	M	Network with Community links to get a mud kitchen built in the outdoor play environment.	Have durable recycled and donated materials and resources.	26/07/2019	Both outdoor and indoor spaces are being set up.
3.2.1	Implementation of organised spaces is limited by the mixed age group service and prevents support with every child's participation.	To have 3 separate rooms of: Babies (6 weeks – 2years) Toddlers (2 years – 3.5 years) Pre-Kindy (3.5 years – 5 years)	M	Meeting with the CEO.	Have children in their age groups in their own space to feel safe engaging in their age appropriate learning experiences.	30/08/2019	Staffs have been doing the best to keep the smaller children safe when around the much older kids.
3.2.3	Promote a plastic wrap or package free environment.	Encourage families to pack childrens lunches in a food container that can be used, cleaned, washed and used again – more than once.	M	Notices to families and put in newsletters.	Parents are aware of the sustainable practices we implement at the LDC.	26/07/2019	Excursion with children to Pormpuraaw Wastes Station Term 3, 2019
3.2.3	Restart the food scrap container to make compost for the garden and put to other good use.	Encourage families to practice with the kids at home.	L	Update families.	Inform families with simple visual sequences instructions of the process.	30/08/2019	Have transferred fruit and vege scraps to the vege garden on 4 occasions.

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		
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		
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

Our centre staffing is of:
1 Actively working towards ECT, Diploma qualified, and
3 Certificate III qualified.

Our educator to child ratios is met and we ensure our children are supervised at all times. We network with Apunipima Child Health that supports child developments.

Casual staffs that are eligible to work in the long day care are hired when needed.

Educators model care, empathy and respect for children, colleagues and families. They communicate with each other and support children to develop and maintain positive attachments. Educators adhere to the code of conduct/code of ethics in their practice, interactions and relationships. All educators have access to the National Quality Standard, Regulations and Guide to the National Quality Standard, The Early Years Learning Framework, Educators' Guide to the Early Years Learning Framework, Pormpur Paanthu Long Day Care Centre's Philosophy and Policies and Procedures. Educators perform positive working relationships between each other. Staffs Meeting Minutes are taken so all educators have access to them in the event they were not able to attend the meeting.

All educators participate in training and development activities, demonstrating drive to further develop their skills and improve childrens learning outcomes. Professional Training and Development opportunities are offered to educators when they become available.

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
4.1.1	All educators have current first aid qualifications, but not the casual staff which is not an option in the case of staff absence.	All educators have NQS deemed acceptable First Aid Training so everyone has the required qualifications to be the First Aid person on duty for the day.	H	Update the CEO of arranging the training for those staff without First Aid qualification.	All educators hold NQS acceptable first aid qualifications ensuring when appointed First Aid person on duty is absent there is a more significant pool of other suitably qualified educators.	26/07/2019	3 out of 6 educators currently hold HLTAID 004 First Aid Qualifications enabling them to be the First Aid person on duty on any given day.
4.1.1	Relief staff with the required qualifications is sometimes difficult to find at short notice to replace an educator requiring leave.	A sufficient pool of competent educators with the required qualifications to draw upon when needed to ensure educator-to-child ratios are maintained and children's care and education needs are supported.	H	<ol style="list-style-type: none"> 1. Contact local job search agencies to help recruit further suitable relief staff. 2. Update relief list. 	Educator-to-child ratios maintained when regular educators are absent. Quality teaching and learning is continued.	26/07/2019	The coordinator is often on the floor due to lack of accurate staffing and interactions.
4.1.2	Staff Induction Handbook is not completed, needs to reflect new policies and Centre procedures.	A useful, informative and up to date Staff Induction Handbook is in place for educators to use.	M	<ol style="list-style-type: none"> 1. Systematically complete and go through Staff Induction Handbook and update policies, procedures and any other information that 	Staff Induction Handbook is up to date and contains the information required. It is reviewed annually.	30/08/2019	In process of reviewing policies and procedures.

				<p>is currently out-dated.</p> <ol style="list-style-type: none"> Put together and finalise. Submit to the CEO and Board for approval. 			
4.2.1	Staff to share the learning with each other.	Specific time and date to take place.	M	Create a schedule.	Regularly and confidently share when any available opportunity.	26/08/2019	
4.2.2	Staffs need more education to be gain sufficient knowledge and understanding of the NQS.	All educators are aware of the NQS and make required adjustments to their practice and understandings.	H	<ol style="list-style-type: none"> Input NQS in the staff meeting agenda as a continuous subject to encourage affective interaction. Utilise online resources, webinars, etc. 	Staff competently using new standards to guide their work and practice.	30/08/2019	Have been discussing the NQS in meetings, however, need sessions of them. Update any information, especially policies and procedures.

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
Parent Questionnaire provides background information about the child and their family which helps educators build effective relationships in a more timely manner. Educators respond positively and respectfully to children's comments.
Parent Information Sessions are held so families are familiar with the long day care environment.
Educators are calm, fair and patient with children.
We encourage Parent Involvement.

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
5.1.1	Improved communication training and skill development required by some educators to help communicate with some children with additional needs, e.g. flashcards, book.	For all children to have a meaningful communication and for them to understand educators and educators to understand them so they know what is happening around them.	M	<ol style="list-style-type: none"> 1. Search for any relevant training in regards of Communication and Interaction with Special Kids training. 2. Register for training or arrange a PD. 	Educators familiar and able to communicate with children with additional needs in the child preferred communication style, e.g. sign language.	26/07/2019	Have had meeting and conversations with IAQ (Inclusion Agency Queensland) regarding support for children at the service.
5.1.2	Educators find it hard to engage with children when their behaviour is particularly challenging.	For children to feel respected, belonged, cared for, safe and listened to by all staff at all times.	H	<ol style="list-style-type: none"> 1. Educators to be fair and consistent with all children. 2. Contact QCOS and other inclusion support services. 3. Request some resources to assist in creating strategies. 	To help provide strategies for educators and other children calmly to understand what is happening and how to control the situation.	26/07/2019	

5.2.1	Children seek support to play, share and work together.	For extended activities with more than enough resources to be provided and setup where children can confidently be involved.	H	<ol style="list-style-type: none"> 1. Write a list of resources, materials and furniture for indoor and outdoor. 2. Shop online or in person. 3. Request approval for shopping and purchase order from CEO. 	Children able to play effectively and collaboratively with others for shared purpose.	30/08/2019	Delivered and implemented teamwork activities and continue to do so, exploring different ideas.
5.2.2	Can all children identify their feelings and emotions and apply self-regulation when required? How can we teach this and help children develop the necessary skills?	Children are able to self-regulate their behaviour to enable their learning and the learning of others.	M	<ol style="list-style-type: none"> 1. Investigate social skills programmes. 2. Ask parents of child behaviour, parenting skills, resilience, etc if families are interested. 	Children are able to express their ideas and needs, resolve conflicts and respond appropriately to the behaviour of others.	30/08/2019	Introduced emotions songs during group time and music and movement. E.g. hokey pokey facial expressions, good morning how are you today?

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	
	The parent handbook is provided to new families and to all families when changes are made to it. Long day care families are invited to attend parent information sessions when they are held.
	Parents are respectfully acknowledged as their child's first primary educator.
	Families are encouraged to contribute to their child's learning.

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
6.1.1	Parent Handbook requires updating to include recently reviewed policies.	Parent handbook updated.	M	<ol style="list-style-type: none"> 1. Systematically work through the current handbook and make the changes necessary. 2. Produce copies for parents. 	Parent Handbook available for families.	30/08/2019	Updated policies and procedures added to Parent Handbook.
6.1.2	How can we get more feedback from parents about their child's experiences?	Parents providing more feedback about their child's experiences	M	<ol style="list-style-type: none"> 1. Ask families to give a short story of 'What We Did on the Weekend' along with a picture if they can. 2. Provide families with a questionnaire to answer so they can be included in the program. 	To have all families provide information and/or pictures of their child and family with at least one family providing information per week.	26/07/2019	Have questionnaire created, including a template and hard copies. Families have been completing forms in relation to their child and families cultural and spiritual beliefs and background; this is filed in the child portfolio.
6.1.3	How can we have greater attendance at our parent information sessions? How can we make them even more valuable for	Parents involved in Parent Information Sessions by sharing and developing skills with others	M	<ol style="list-style-type: none"> 1. Seek parent input as to what they would like workshops to cover. Network and invite source speakers with resources. 2. Provide bus 	30% of parents accessing workshops, networking with other parents, sharing information and developing skills.	26/07/2019 and ongoing.	We've had a few information sessions with parents, primary carers, extended family members and community members attended.

	families?			service for pickups and drop-offs. 3. Arrange childcare if needed. 4. Conduct workshops/information sessions. 5. Provide food and beverages.			
6.2.1	Update transition session to introduce children to the daily routine.	Families to physically attend these with the child or children who are about to start attending the long day care and take time to go through the orientation.	M	1. Information of date and time is provided to parents in advance. 2. This outlines an orientation intake, including daily routine.	For each child to be confident on their first day at the PPAC LDC service.	26/07/2019	
6.2.2	Start transition to the Pre-Prep earlier as of this year, once a week.	Strengthen our relationship with the Pormpuraaw State School for the childrens school readiness and provide opportunity for families and children to build relationship with the PPAC LDC children and educators,.	M	1. Meet with Pormpuraaw Primary School Principal and teachers/educated to discuss options and approval. 2. Seek advice from families and other community members.	Indigenous children and families feel confident, welcomed and strong positive relationships are developed with Principle, Teachers and Assistants which help make transition to school easier.	26/07/2019	Usually perform school readiness transitions for one week per year.
6.2.3	Build further relationships and engage more with our	PPAC LDC contributes positively to our community and learns from its	M	Investigate involvement with Play Group, Positive Parenting Programs, Youth	Children are valuable contributors to our community. They develop a broader understanding of	26/07/2019	

	community?	members.		Service, Women Group/Shelter, Men's Group, School, HACC facilities, Health Service, Emergency Services, Wastes Transfer Service, as well as current connections.	the world in which they live and contribute.		
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Quality Area 7: Governance and Leadership

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

Quality Area 7: Standards and elements

Standard 7.1 Governance supports the operation of a quality service.		
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

Quality Improvement Plan for Quality Area 7

Summary of Strengths

Strengths	<p>The PPAC CEO (Approved Provider) provided all staff with a copy of the employee handbook to ensure workplace, health and safety is consistent and professionalism is implemented at all times. The PPAC Board and CEO decisions are made to maintain a service of safe environment for the children, families and staff. Staff code of conduct forms were signed and are stored in staff files. Flexibility is negotiated with the CEO to complete administration and study tasks as required.</p> <p>Early Childhood Teacher is actively working towards a Bachelor of Early Childhood Education.</p>
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Key improvements sought for Quality Area 7

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
7.1.1	Invite staff to complete performance plan.	For continuous effective work performance.	H	<ol style="list-style-type: none"> 1. Update procedure to correctly perform. 2. Offer training or refresher sessions for any identified areas of improvement. 	Staff will be able to identify and state the strengths and weakness with improvements.	26/07/2019	Coordinator has been giving staff feedback on their work performance.
7.1.2	Centre policies due for review end of 2019	All Centre policies will be reviewed and endorsed by the PPAC Board Members within the documented time frame.	H	<ol style="list-style-type: none"> 1. Refer to policy review timeline. 2. Enlist the help of parent and educator representatives to help with review. 3. Research Department for Education policies/procedu res and update Centre policies as per requirements. 	All policies and procedures implemented are current and endorsed by the PPAC Board Members.	26/07/2019	Annually.
7.1.3	Educational programme and assessment and	Learning intent is clear, tasks are meaningful and	M	Regularly review learning programme. Use EYLF to help	Student learning outcomes are maximised.	26/07/2019	On a daily basis

	planning cycle is examine and reviewed – is there clear learning intent in programmed activities, does it meet the needs of all children, are intervention practices effective?	encourage deep thinking, all children are catered for, formative assessment processes guide progression and next steps		determine what areas need to be covered and how best to do so.			
7.2.1	Requires a self assessment and quality improvement process.	Documented timeline of review practices and procedures under each quality improvement area is used to assist with regular review and improvement of the service. Weekly collaborative planning sessions also include reflection of program and general procedures.		<ol style="list-style-type: none"> 1. Ask CEO to purchase a slimline desk or wall shelf, 7 clipboards and special pens for each of the 7 Quality Areas. 2. Create 7 covers and notes sheet in Microsoft Word and print. 3. Attach each set of progress sheets to each of the 7 boards. 4. Display in foyer on the desk or shelf in the numerical order from 1 to 7. 	<p>This will be available to all staff, families and visitors.</p> <p>They will get to view our progress as a team.</p>	26/07/2019	
7.2.2	THRASS needs to be implemented on a daily basis to	Educators use the THRASS scale to observe and monitor	M	<ol style="list-style-type: none"> 1. Educational Leader to set a specific and 	Planning program shows how the reflection, observations and impact of	26/07/2019	Have implemented a few times throughout the year, but needs to be daily.

	improve intentional learning with literacy.	the childrens improvement in English language and use findings to further enhance children's learning.		<p>schedule to implement the learning strategy for each child.</p> <ol style="list-style-type: none"> 2. This will then happen on a daily basis reflect on the impact of the intentional learning strategy/idea for each child. 3. Get feedback from the child and their family. 4. Share the learning with families either through a learning story. 	the implementation of intentional learning link and build to maximise children's learning opportunities and show growth.		
7.2.3	Development of all Educators	All educators have realistic, achievable and beneficial Performance Plans in place to improve practice. Educator's performance management plans include effective goals that they go on to achieve in their designated time frame.	M	<ol style="list-style-type: none"> 1. Encourage all staff to use Performance Development materials provided to develop a plan. 2. Organise individual performance management meetings with all staff weekly, fortnightly or monthly. Provide 	All educators meet the goals they have set in their Performance Plans. Improvements seen in Student outcomes.	30/08/2019	Educators Performance Plans written ASAP.

				meaningful and specific feedback.			
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Notes