

Insert school logo here

**Preschool Name**

# Quality Improvement Plan 2019

# Insert principal name – Principal, Nominated Supervisor, Educational Leader and Responsible Person

|  |  |  |  |
| --- | --- | --- | --- |
| **Service approval number** |  | **Approved provider** | NSW Department of Education |
| **Educators** |  | **Approved Provider number** | PR-00005345 |
| **Service contact name and number** |  | **Approved provider contact** | earlylearning@det.nsw.edu.au |

Insert photos and/or preschool motto/vision statement

NSW Department of Education, Early Learning and Primary Education, November 2019

**Step 1: Statement of Philosophy**

Please insert your preschool’s statement of philosophy here

**Quality Area 1: Educational program and practice**

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice isstimulating and engaging and enhances children’s learning and development**.**

Step 2: Assess your compliance with the regulatory requirements

**Date of self-assessment:**

|  |  |  |
| --- | --- | --- |
| **Ref. to Law (S) /Regulation (R)** | **Does your service meet these requirements?** | **Confirmed** |
| S.323S.168R.254 | Is the Early Years Learning Framework used to guide the development of the program? |  |
| R.73 | Have you developed a program that contributes to each child’s learning and development outcomes, as outlined by the learning framework? |  |
| R.74 | Do you document:* An assessment of each child’s development, interests and participation in the program?
* An assessment of each child’s progress towards the program outcomes?
 |  |
| R.75 | Is the information about the program displayed in a place at the service that is accessible to parents?Is evidence of the program available for inspection on request? |  |
| R.76 | If requested, do you provide families with:* Information about the content of the program and service routines and how they operate in relation to their children, including their participation?
* A copy of their children’s assessment/evaluation documentation?
 |  |
| **If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.** |

Step 3: Identify and record your strengths- practices demonstrating quality at your preschool.

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| **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.  |

*Reflect on each element under Standard 1.1 in the* [***Guide to the NQF***](https://www.acecqa.gov.au/sites/default/files/2018-11/Guide-to-the-NQF_0.pdf)*and add your strengths statements here. Ensure you reflect on the exceeding guidance for this standard and consider using the language from the exceeding themes to highlight your strengths.*

*Exceeding theme 1: Practice is embedded in service operations*

*Exceeding theme 2: Practice is informed by critical reflection*

*Exceeding theme 3: Practice is shaped by meaningful engagement with families and/or the community*

*All three exceeding themes are integrated therefore, schools are encouraged to think about, and provide specific examples of practice which reflects all three themes together.*

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| **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. |

*Reflect on each element under Standard 1.2 in the* [***Guide to the NQF***](https://www.acecqa.gov.au/sites/default/files/2018-11/Guide-to-the-NQF_0.pdf)*and add your strengths statements here. Ensure you reflect on the exceeding guidance for this standard and consider using the language from the exceeding themes to highlight your strengths.*

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|  **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. |

*Reflect on each element under Standard 1.3 in the* [***Guide to the NQF***](https://www.acecqa.gov.au/sites/default/files/2018-11/Guide-to-the-NQF_0.pdf)*and add your strengths statements here. Ensure you reflect on the exceeding guidance for this standard and consider using the language from the exceeding themes to highlight your strengths.*

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Step 4: Improvement Plan- what will be achieved in terms of improved outcomes for children, families or the community.

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| The Improvement Plan for Quality Area 1 is linked to Strategic Directions *(insert here if applicable)* in our School plan. *(Optional-remove box if not applicable)* |

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| **Standard /Element**  | **Purpose-** As a result of self-assessment against the NQS you may identify a goal in this area for quality improvement. What is the reason for focusing on this goal? | **Priority L/M/H** |
|  |  |  |
| **Goal or outcome**What will we do differently?What will our work achieve? | **Steps or strategies**How will we achieve our goal or outcome? | **Who and when?**Who will lead transformational change and when do we expect to achieve this? | **Progress notes**What strategies and evidence have been used to milestone progress and when did these occur? |
|  |  |  |  |

**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**.**

Step 2: Assess your compliance with the regulatory requirements

**Date of self-assessment:**

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| --- | --- | --- |
| **Ref. to Law (S) Regulation (R)** | **Does your service meet these requirements?** | **Confirmed** |
| R.90 R.162 | Have you received a medical management plan from the parent/carer of all children with specific health care needs, allergy or medical conditions? Do you have a risk-minimisation plan and communication plan for all children with specific health care needs, allergy or medical conditions?Prior to enrolment have you collected an AIR Immunisation History Statement or an AIR immunisation history formfor each child, as required under the NSW Public Health Act?. |  |
| R.91 | Have you provided parents of any child enrolled who has a specific health care need, allergy or medical condition with a copy of:* Student Health in NSW Public Schools: A summary and consolidation of policy and
* preschool procedure relating to medical conditions in children.
 |  |
| R.92-96R.161 | Have you ensured that all educators, families and, where applicable, children are aware of the procedure for administering medication and always follow it and complete administration of medication records? |  |
| R.81 | Have you ensured that you meet each child’s need for sleep and/or rest? |  |
| R.88 | Have you ensured that all educators and families follow the service’s policies and procedures around preventing and dealing with the outbreak of infectious diseases? |  |
| R.85-87 | Have you ensured that all educators follow service procedures in the event of an accident, injury or illness and accurately complete incident, injury, trauma or illness records? |  |
| R.89 | Do you have sufficient first aid kits? Have you checked that they are fully stocked and removed all out-of-date items? |  |
| R.78-79 | Do you ensure that food and drinks served to children are consistent with your nutrition policy and that children can access water at any time? |  |
| R.77 | Is food stored, handled and served safely? |  |
| S.165 | Have you ensured that educators are supervising children effectively? |  |
| R.82-83R.97R.103S.167 | Have you ensured that all educators follow service procedures designed to ensure the environment is safe, clean and in good repair and that children cannot access dangerous items? Are risk minimisation plans in place for (a) the general preschool environment (b) visits into the school?Are emergency evacuation plans and floor plans displayed at all exit points and have you developed a risk minimisation plan to support emergency and evacuation procedures. Are emergency and evacuation procedures practiced at least every 3 months, documented and evaluated?Have you conducted a risk assessment to identify potential emergencies specific to the preschool?  |  |
| R.99 | Have you ensured that all educators follow service procedures about the delivery and collection of children from the service? |  |
| R.100 -102 | Have you ensured that all educators follow service procedures in relation to excursions, including obtaining authorisations for any excursions or regular outings and conducting appropriate risk assessments?  |  |
| **If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.** |

Step 3: Identify and record your strengths- practices demonstrating quality at your preschool.

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| **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. |

*Reflect on each element under Standard 2.1 in the* [***Guide to the NQF***](https://www.acecqa.gov.au/sites/default/files/2018-11/Guide-to-the-NQF_0.pdf)*and add your strengths statements here. Ensure you reflect on the exceeding guidance for this standard and consider using the language from the exceeding themes to highlight your strengths.*

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| **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. |

*Reflect on each element under Standard 2.2 in the* [***Guide to the NQF***](https://www.acecqa.gov.au/sites/default/files/2018-11/Guide-to-the-NQF_0.pdf)*and add your strengths statements here. Ensure you reflect on the exceeding guidance for this standard and consider using the language from the exceeding themes to highlight your strengths.*

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Step 4: Improvement Plan- what will be achieved in terms of improved outcomes for children, families or the community.

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| The Improvement Plan for Quality Area 2 is linked to Strategic Directions *(insert here if applicable)* in our School plan. *(Optional-remove box if not applicable)* |

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| **Standard /Element**  | **Purpose-** As a result of self-assessment against the NQS you may identify a goal in this area for quality improvement. What is the reason for focusing on this goal? | **Priority L/M/H** |
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**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.

Step 2: Assess your compliance with the regulatory requirements

**Date of self-assessment:**

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| --- | --- | --- |
| **Ref. to Law (S) /Regulation (R)** | **Does your service meet these requirements?** | **Confirmed** |
| R.104-115 | Have you ensured the services premises meet all regulatory requirements? For example:* Arrangements for dealing with soiled clothes, linen and nappies
 |  |
| * Do your premises have fencing that prevents children going over, under or through it?
 |  |
| * Do all children have access to sufficient furniture, materials and developmentally appropriate equipment suitable for their education and care?
 |  |
| * Are there appropriate toilet, hand washing and nappy change facilities?
 |  |
| * Is there space for administrative functions and consultation with families?
 |  |
| * Is there adequate light, ventilation and shade?
 |  |
| * Are all areas of the premises easily supervised?
 |  |
| R.103 | Have you ensured that the service premises and all equipment and furniture are safe, clean and in good repair? |  |
| R.113 | Have you ensured that children are able to explore and experience the natural environment? For example, are there trees, plants and sand? |  |
| **If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.** |

Step 3: Identify and record your strengths- practices demonstrating quality at your preschool.

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| **Standard 3.1** | **The design of the facilities is appropriate for the operation of a service.**  |
| Fir 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. |

*Reflect on each element under Standard 3.1 in the* [***Guide to the NQF***](https://www.acecqa.gov.au/sites/default/files/2018-11/Guide-to-the-NQF_0.pdf)*and add your strengths statements here. Ensure you reflect on the exceeding guidance for this standard and consider using the language from the exceeding themes to highlight your strengths.*

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| **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, enable every child to engage in play-based learning. |
| Environment-ally responsible | Element 3.2.3 | The service cares for the environment and supports children to become environmentally responsible. |

*Reflect on each element under Standard 3.2 in the* [***Guide to the NQF***](https://www.acecqa.gov.au/sites/default/files/2018-11/Guide-to-the-NQF_0.pdf)*and add your strengths statements here. Ensure you reflect on the exceeding guidance for this standard and consider using the language from the exceeding themes to highlight your strengths.*

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Step 4: Improvement Plan- what will be achieved in terms of improved outcomes for children, families or the community.

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| The Improvement Plan for Quality Area 3 is linked to Strategic Directions *(insert here if applicable)* in our School plan. *(Optional-remove box if not applicable)* |

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| **Standard /Element**  | **Purpose-** As a result of self-assessment against the NQS you may identify a goal in this area for quality improvement. What is the reason for focusing on this goal? | **Priority L/M/H** |
|  |  |  |
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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.

Step 2: Assess your compliance with the regulatory requirements

**Date of self-assessment:**

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| --- | --- | --- |
| **Ref. to Law (S) /Regulation (R)** | **Does your service meet these requirements?** | **Confirmed** |
| R.122-123R. 271 | Have you ensured that the educator to child ratio is maintained and that only educators working directly with children are included in ratio? |  |
| R.135R.152 | Have you ensured that a suitably qualified and experienced individual has been appointed as the preschool teacher? |  |
| R.120R.126R.129-135R.136 | Have you ensured that School Learning Support Officers hold, or are actively working towards, an ACECQA approved certificate III level qualification?  |  |
| Have you ensured that at all times children are in attendance at the service there is at least one person who has completed training in the management of anaphylaxis and at least one person with an ACECQA approved* first aid qualification available, and
* emergency asthma management training?
 |  |
| **If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.** |

Step 3: Identify and record your strengths- practices demonstrating quality at your preschool.

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| **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. |

*Reflect on each element under Standard 4.1 in the* [***Guide to the NQF***](https://www.acecqa.gov.au/sites/default/files/2018-11/Guide-to-the-NQF_0.pdf)*and add your strengths statements here. Ensure you reflect on the exceeding guidance for this standard and consider using the language from the exceeding themes to highlight your strengths.*

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| **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. |

*Reflect on each element under Standard 4.2 in the* [***Guide to the NQF***](https://www.acecqa.gov.au/sites/default/files/2018-11/Guide-to-the-NQF_0.pdf)*and add your strengths statements here. Ensure you reflect on the exceeding guidance for this standard and consider using the language from the exceeding themes to highlight your strengths.*

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Step 4: Improvement Plan- what will be achieved in terms of improved outcomes for children, families or the community.

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| The Improvement Plan for Quality Area 4 is linked to Strategic Directions *(insert here if applicable)* in our School plan. *(Optional-remove box if not applicable)* |

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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.

**Step 2: Assess your compliance with the regulatory requirements**

**Date of self-assessment:**

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| --- | --- | --- |
| **Ref. to Law (S) /Regulation (R)** | **Does your service meet these requirements?** | **Confirmed** |
| R.155 S.166 | Have you ensured that educators interact with children in a way that * Encourages children to express themselves and their opinions?
 |  |
| * Supports children to develop self-reliance and self-esteem?
 |  |
| * Maintains the dignity and rights of each child?
 |  |
| * Provides positive guidance and encourages acceptable behaviour?
 |  |
| * Reflects each child’s family and cultural values?
 |  |
| * Is appropriate for the physical and intellectual development and abilities of each child?
 |  |
| R.156 | Have you ensured that the size and composition of each group of children provides them with the opportunity to interact and develop respectful and positive relationships with each other and with educators? |  |
| **If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.** |

Step 3: Identify and record your strengths- practices demonstrating quality at your preschool.

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| **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. |

*Reflect on each element under Standard 5.1 in the* [***Guide to the NQF***](https://www.acecqa.gov.au/sites/default/files/2018-11/Guide-to-the-NQF_0.pdf)*and add your strengths statements here. Ensure you reflect on the exceeding guidance for this standard and consider using the language from the exceeding themes to highlight your strengths.*

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| **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. |

*Reflect on each element under Standard 5.2 in the* [***Guide to the NQF***](https://www.acecqa.gov.au/sites/default/files/2018-11/Guide-to-the-NQF_0.pdf)*and add your strengths statements here. Ensure you reflect on the exceeding guidance for this standard and consider using the language from the exceeding themes to highlight your strengths.*

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Step 4: Improvement Plan- what will be achieved in terms of improved outcomes for children, families or the community.

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| The Improvement Plan for Quality Area 5 is linked to Strategic Directions *(insert here if applicable)* in our School plan. *(Optional-remove box if not applicable)* |

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|  |  |  |  |

**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.

Step 2: Assess your compliance with the regulatory requirements

**Date of self-assessment:**

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| --- | --- | --- |
| **Ref. to Law (S) /Regulation (R)** | **Does your service meet these requirements?** | **Confirmed** |
| R.157 | Do you ensure parents have the right to enter the service when their child is in attendance unless* Allowing the parent to come into the service poses a risk to the safety of children or staff?
* Allowing the parent to come into the service would prevent you or educators and staff from carrying out your normal duties, such as supervising children, delivering the program or meeting health and safety needs? or
* You reasonably believe that allowing them entry would contravene a court order?
 |  |
| **If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.** |

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| **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. |

*Reflect on each element under Standard 6.1 in the* [***Guide to the NQF***](https://www.acecqa.gov.au/sites/default/files/2018-11/Guide-to-the-NQF_0.pdf)*and add your strengths statements here. Ensure you reflect on the exceeding guidance for this standard and consider using the language from the exceeding themes to highlight your strengths.*

*Exceeding theme 1: Practice is embedded in service operations*

*Exceeding theme 2: Practice is informed by critical reflection*

*Exceeding theme 3: Practice is shaped by meaningful engagement with families and/or the community*

*All three exceeding themes are integrated therefore, schools are encouraged to think about, and provide specific examples of practice which reflects all three themes together.*

*Examples of practice mandated by legislation are not strengths however if you feel you go over and above legislative requirements you might like to explicitly highlight how you do this and how it impacts on improved outcomes for children, families or community.*

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| **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.  |

*Reflect on each element under Standard 6.2 in the* [***Guide to the NQF***](https://www.acecqa.gov.au/sites/default/files/2018-11/Guide-to-the-NQF_0.pdf)*and add your strengths statements here. Ensure you reflect on the exceeding guidance for this standard and consider using the language from the exceeding themes to highlight your strengths.*

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Step 4: Improvement Plan- what will be achieved in terms of improved outcomes for children, families or the community.

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| The Improvement Plan for Quality Area 6 is linked to Strategic Directions *(insert here if applicable)* in our School plan. *(Optional-remove box if not applicable)* |

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| **Standard /Element**  | **Purpose-** As a result of self-assessment against the NQS you may identify a goal in this area for quality improvement. What is the reason for focusing on this goal? | **Priority L/M/H** |
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| **Goal or outcome**What will we do differently?What will our work achieve? | **Steps or strategies**How will we achieve our goal or outcome? | **Who and when?**Who will lead transformational change and when do we expect to achieve this? | **Progress notes**What strategies and evidence have been used to milestone progress and when did these occur? |
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**Quality Area 7: Governance and Leadership**

This quality area of the *National Quality Standard* focuses on effective leadership and management of the service that contributes to quality environments for children’s learning and development. Well-documented policies and procedures, well-maintained records, an ongoing cycle of planning and review, including engagement with families, create the climate for continuous improvement.

Step 2: Assess your compliance with the regulatory requirements

**Date of self-assessment:**

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| **Ref. to Law (S) /Regulation (R)** | **Does your service meet these requirements?** | **Confirmed** |
| R.173 | Have you ensured that all of the information included in R.173 is displayed so that it is clearly visible from the main entrance to your service? This includes:* Approved Provider notice
* Service approval notice
* Notice of final assessment rating
 |  |
| R.55-56R.31 | Have you ensured that your Quality Improvement Plan * Contains a statement of the service philosophy?
 |  |
| * Is reviewed and revised at least annually?
 |  |
| * Is made available to parents on request?
 |  |
| R.145-154 | Have you ensured that records for staff including teachers, School Learning Support Officers, volunteers and students are maintained and kept on the preschool premises? These include:* Working with Children Checks
* Department verification of WWCCS
* Educational qualifications
* Child Protection training
* ACECQA approved training, including first aid
* NESA registered teacher number and expiry date
 |  |
| Have you ensured a record is maintained of all educators working directly with children in the preschool which includes the following information—* the name of each educator who works directly with the children and
* the hours that each educator works directly with children?
 |  |
| R.87R.158-162 | Have you ensured that all records relating to children at the service are maintained and accurately completed, including:* enrolment records
* attendance records
* health information
* records of incident, illness or trauma?
 |  |
| R.92, 99, R.177 | Have you ensured that records related to children contain all the required information including authorisations for the administration of medication, medical treatment, the collection of children from the service and excursions? |  |
| R.181-184 | Have you ensured that records are stored appropriately to ensure confidentiality and are retained for the period indicated in R.183? |  |
| R.174-176 | Do you ensure that changes to the operation of the service, serious incidents and complaints which allege a breach of Law or Regulations are reported to Early Learning within the required timeframes, who inform the Regulatory Authority? |  |
| R.168-169 | Do you ensure that all policies and procedures required by R.168, are in place, regularly reviewed, and available at the service? |  |
| R. 170 | Do you ensure that your departmental policies and local procedures are followed? |  |
| R.171 | Do you ensure that copies of the current policies and procedures required under regulation 168 are available in the preschool at all times?  |  |
| R.172 | Have you ensured that families are informed at least 14 days before changes are made to service policies or procedures that might have a significant impact on them, including changes in fees and the way they are collected? |  |
| R.185 | Have you ensured that a current copy of the Education and Care Services National Law and Regulations can be accessed by educators, staff, volunteers and families, including those seeking to enrol their child at the service? |  |
| **If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.** |

Step 3: Identify and record your strengths- practices demonstrating quality at your preschool.

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| **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. |

*Reflect on each element under Standard 7.1 in the* [***Guide to the NQF***](https://www.acecqa.gov.au/sites/default/files/2018-11/Guide-to-the-NQF_0.pdf)*and add your strengths statements here. Ensure you reflect on the exceeding guidance for this standard and consider using the language from the exceeding themes to highlight your strengths.*

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| **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. |

*Reflect on each element under Standard 7.2 in the* [***Guide to the NQF***](https://www.acecqa.gov.au/sites/default/files/2018-11/Guide-to-the-NQF_0.pdf)*and add your strengths statements here. Ensure you reflect on the exceeding guidance for this standard and consider using the language from the exceeding themes to highlight your strengths.*

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Step 4: Improvement Plan- what will be achieved in terms of improved outcomes for children, families or the community.

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| The Improvement Plan for Quality Area 7 is linked to Strategic Directions *(insert here if applicable)* in our School plan. *(Optional-remove box if not applicable)* |

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| **Standard /Element**  | **Purpose-** As a result of self-assessment against the NQS you may identify a goal in this area for quality improvement. What is the reason for focusing on this goal? | **Priority L/M/H** |
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