 [Preschool name] [logo here]

Quality improvement plan 2018

[Insert principal name] – Principal, nominated supervisor, educational leader and responsible person

[Insert photos and/or preschool motto/vision statement]

| Service approval number | Educators | Service contract |
| --- | --- | --- |
|  |  |  |
| Approved provider | Approved provider number | Approved provider contract |
| NSW Department of Education | PR-00005345 | Early Learning, 02 9266 8165 |

Statement of philosophy

[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 is stimulating and engaging and enhances children’s learning and development.

Step 1 – 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 2 – identify and record your strengths

What are the practices that demonstrate quality in your preschool?

Standard 1.1 The educational program enhances each child’s learning and development

| Concept | Element |
| --- | --- |
| Approved learning framework | 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 | 1.1.2 Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program. |
| Program learning opportunities | 1.1.3 All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.  |

[Add your strength statements for Standard 1.1 here. Refer to the Guide to the NQF, pages 96-109, for additional information including a list of reflective questions, and assessment guides for meeting and exceeding practices.]

Standard 1.2 Educators facilitate and extend each child’s learning and development

| Concept | Element |
| --- | --- |
| Intentional teaching | 1.2.1 Educators are deliberate, purposeful, and thoughtful in their decisions and actions. |
| Responsive teaching and scaffolding | 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 | 1.2.3 Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world. |

[Add your strength statements for Standard 1.2 here. Refer to the Guide to the NQF, pages 110-122, for additional information including a list of reflective questions, and assessment guides for meeting and exceeding practices.]

Standard 1.3 Educators and co-ordinators take a planned and reflective approach to implementing the program for each child

| Concept | Element |
| --- | --- |
| Assessment and planning cycle | 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 | 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 | 1.3.3 Families are informed about the program and their child’s progress. |

[Add your strength statements for Standard 1.3 here. Refer to the Guide to the NQF, pages 123-137, for additional information including a list of reflective questions, and assessment guides for meeting and exceeding practices.]

Step 3 – improvement plan

| Standard/Element  | Rationale for goal or identified issue | Priority L/M/H |
| --- | --- | --- |
|  |  |  |
| What goal or outcome do we seek to achieve? | Steps or strategies to achieve goal | When? | Who? | Progress notes and reflection |
|  |  |  |  |  |

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 1 – assess your compliance with the regulatory requirements

Date of self-assessment –

|  |  |  |
| --- | --- | --- |
| Ref. to Law (S)/Regulation (R) | Does your service meet these requirements? | Confirmed |
| R.90 – 91R.162 | Have you ensured that a copy of the preschool’s medical conditions policy/procedures document has been provided to a parent of a child enrolled who has a specific health care need, allergy or medical condition? |  |
| 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? |  |
| 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? |  |
| 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? |  |
| S165 | 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 and that children cannot access dangerous items? |  |
| R.99 | Have you ensured that all educators follow service procedures about the delivery and collection of children from the service? |  |

If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.

Step 2 – identify and record your strengths

What are the practices that demonstrate quality in your preschool?

Standard 2.1 Each child’s health and physical activity is supported and promoted

| Concept | Element |
| --- | --- |
| Wellbeing and comfort | 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 | 2.1.2 Effective illness and injury management and hygiene practices are promoted and implemented. |
| Healthy lifestyle | 2.1.3 Healthy eating and physical activity is promoted and is appropriate for each child. |

[Add your strength statements for Standard 2.1 here. Refer to the Guide to the NQF, pages 138-156, for additional information including a list of reflective questions, and assessment guides for meeting and exceeding practices.]

Standard 2.2 Each child is protected

| Concept | Element |
| --- | --- |
| Supervision | 2.2.1 At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |
| Incident and emergency management | 2.2.2 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. |
| Child protection | 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. |

[Add your strength statements for Standard 2.2 here. Refer to the Guide to the NQF, pages 157-175, for additional information including a list of reflective questions, and assessment guides for meeting and exceeding practices.]

Step 3 – improvement plan

| Standard/Element  | Rationale for goal or identified issue | Priority L/M/H |
| --- | --- | --- |
|  |  |  |
| What goal or outcome do we seek to achieve? | Steps or strategies to achieve goal | When? | Who? | Progress notes and reflection |
|  |  |  |  |  |

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 1 – assess your compliance with the regulatory requirements

Date of self-assessment –

|  |  |  |
| --- | --- | --- |
| 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:* There is the required amount of unencumbered space for the number of children in attendance at the service
* Arrangements for dealing with soiled clothes, linen and nappies
* Do your premises have fencing that prevents children going over, under or through it?
* 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 2 – identify and record your strengths

What are the practices that demonstrate quality in your preschool?

Standard 3.1 The design of the facilities is appropriate for the operation of a service

| Concept | Element |
| --- | --- |
| Fit for purpose | 3.1.1 Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. |
| Upkeep | 3.1.2 Premises, furniture and equipment are safe, clean and well maintained. |

[Add your strength statements for Standard 3.1 here. Refer to the Guide to the NQF, pages 176-187, for additional information including a list of reflective questions, and assessment guides for meeting and exceeding practices.]

Standard 3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning

| Concept | Elements |
| --- | --- |
| Inclusive environment | 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 | 3.2.2 Resources, materials and equipment allow for multiple uses, are sufficient in number, enable every child to engage in play-based learning. |
| Environmentally responsible | 3.2.3 The service cares for the environment and supports children to become environmentally responsible. |

[Add your strength statements for Standard 3.2 here. Refer to the Guide to the NQF, pages 188-201, for additional information including a list of reflective questions, and assessment guides for meeting and exceeding practices.]

Step 3 – improvement plan

| Standard/Element  | Rationale for goal or identified issue | Priority L/M/H |
| --- | --- | --- |
|  |  |  |
| What goal or outcome do we seek to achieve? | Steps or strategies to achieve goal | When? | Who? | Progress notes and reflection |
|  |  |  |  |  |

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 1 – assess your compliance with the regulatory requirements

Date of self-assessment –

|  |  |  |
| --- | --- | --- |
| Ref. to Law (S)/Regulation (R) | Does your service meet these requirements? | Confirmed |
| R122-124 | 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.120R126R.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 with an ACECQA approved first aid qualification available, and at least one person who has completed training in the management of asthma and anaphylaxis? |  |

If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.

Step 2 – identify and record your strengths

What are the practices that demonstrate quality in your preschool?

Standard 4.1 Staffing arrangements enhance children's learning and development

| Concept | Element |
| --- | --- |
| Organisation of educators | 4.1.1 The organisation of educators across the service supports children’s learning and development.  |
| Continuity of staff | 4.1.2 Every effort is made for children to experience continuity of educators at the service. |

[Add your strength statements for Standard 4.1 here. Refer to the Guide to the NQF, pages 202-214, for additional information including a list of reflective questions, and assessment guides for meeting and exceeding practices.]

Standard 4.2 Management, educators and staff are collaborative, respectful and ethical

| Concept | Element |
| --- | --- |
| Professional collaboration | 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 | 4.2.2 Professional standards guide practice, interactions and relationships. |

[Add your strength statements for Standard 4.2 here. Refer to the Guide to the NQF, pages 215-223, for additional information including a list of reflective questions, and assessment guides for meeting and exceeding practices.]

Step 3 – improvement plan

| Standard/Element  | Rationale for goal or identified issue | Priority L/M/H |
| --- | --- | --- |
|  |  |  |
| What goal or outcome do we seek to achieve? | Steps or strategies to achieve goal | When? | Who? | Progress notes and reflection |
|  |  |  |  |  |

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 1 – assess your compliance with the regulatory requirements

Date of self-assessment –

|  |  |  |
| --- | --- | --- |
| Ref. to Law (S)/Regulation (R) | Does your service meet these requirements? | Confirmed |
| R.155 | 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 2 – identify and record your strengths

What are the practices that demonstrate quality in your preschool?

Standard 5.1 Respectful and equitable relationships are maintained with each child

| Concept | Element |
| --- | --- |
| Positive educator to child interactions | 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 | 5.1.2 The dignity and the rights of every child are maintained. |

[Add your strength statements for Standard 5.1 here. Refer to the Guide to the NQF, pages 224-237, for additional information including a list of reflective questions, and assessment guides for meeting and exceeding practices.]

Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships

| Concept | Element  |
| --- | --- |
| Collaborative learning | 5.2.1 Children are supported to collaborate, learn from and help each other. |
| Self-regulation | 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. |

[Add your strength statements for Standard 5.2 here. Refer to the Guide to the NQF, pages 238-247, for additional information including a list of reflective questions, and assessment guides for meeting and exceeding practice.]

Step 3 – improvement plan

| Standard/Element  | Rationale for goal or identified issue | Priority L/M/H |
| --- | --- | --- |
|  |  |  |
| What goal or outcome do we seek to achieve? | Steps or strategies to achieve goal | When? | Who? | Progress notes and reflection |
|  |  |  |  |  |

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 1 – assess your compliance with regulatory requirements

Date of self-assessment –

|  |  |  |
| --- | --- | --- |
| Ref. to Law (S)/Regulation (R) | Does your service meet these requirements? | Confirmed |
| R.157 | Do you respect the right of parents 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.

Step 2 – identify and record your strengths

What are the practices that demonstrate quality in your preschool?

Standard 6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role

| Concept | Element  |
| --- | --- |
| Engagement with the service | 6.1.1 Families are supported from enrolment to be involved in the service and contribute to service decisions. |
| Parent views are respected | 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 | 6.1.3 Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing. |

[Add your strength statements for Standard 6.1 here. Refer to the Guide to the NQF, pages 248-264, for additional information including a list of reflective questions, and assessment guides for meeting and exceeding practices.]

Standard 6.2 Collaborative partnerships enhance children’s inclusion, learning and wellbeing

| Concept | Element |
| --- | --- |
| Transitions | 6.2.1 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities. |
| Access and participation | 6.2.2 Effective partnerships support children’s access, inclusion and participation in the program.  |
| Community engagement | 6.2.3 The service builds relationships and engages with its community.  |

[Add your strength statements for Standard 6.2 here. Refer to the Guide to the NQF, pages 265-277, for additional information including a list of reflective questions, and assessment guides for meeting and exceeding practices.]

Step 3 – improvement plan

| Standard/Element  | Rationale for goal or identified issue | Priority L/M/H |
| --- | --- | --- |
|  |  |  |
| What goal or outcome do we seek to achieve? | Steps or strategies to achieve goal | When? | Who? | Progress notes and reflection |
|  |  |  |  |  |

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 1 – assess your compliance with regulatory requirements

Date of self-assessment –

|  |  |  |
| --- | --- | --- |
| 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? |  |
| R55-56R31 | Have you ensured that your quality improvement plan:* Contains a statement of the service philosophy?
* Is reviewed and revised at least annually?
 |  |
| 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
* Educational qualifications
* ACECQA approved training, including first aid

Have you ensured information is displayed that notes the principal as the nominated supervisor, educational leader and responsible person in charge?Have you ensured a record is maintained of all educators working directly with children in the preschool? |  |
| R.87R.158-162 | Have you ensured that all records relating to children at the service are maintained, including enrolment records, attendance records, health information, records of illness or accident? |  |
| 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.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 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 2 – identify and record your strengths

What are the practices that demonstrate quality in your preschool?

Standard 7.1 Governance supports the operation of a quality service

| Concept | Element |
| --- | --- |
| Service philosophy and purpose | 7.1.1 A statement of philosophy is developed and guides all aspects of the service’s operations.  |
| Management systems | 7.1.2 Systems are in place to manage risk and enable the effective management and operation of a quality service.  |
| Roles and responsibilities | 7.1.3 Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service. |

[Add your strength statements for Standard 7.1 here. Refer to the Guide to the NQF, pages 278-297, for additional information including a list of reflective questions, and assessment guides for meeting and exceeding practices.]

Standard 7.2 Effective leadership builds and promotes a positive organisational culture and professional learning community

| Concept | Element |
| --- | --- |
| Continuous improvement | 7.2.1 There is an effective self-assessment and quality improvement process in place. |
| Educational leadership | 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 | 7.2.3 Educators, co-ordinators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development. |

[Add your strength statements for Standard 7.2 here. Refer to the Guide to the NQF, pages 298-313, for additional information including a list of reflective questions, and assessment guides for meeting and exceeding practices.]

Step 3 – improvement plan

| Standard/Element  | Rationale for goal or identified issue | Priority L/M/H |
| --- | --- | --- |
|  |  |  |
| What goal or outcome do we seek to achieve? | Steps or strategies to achieve goal | When? | Who? | Progress notes and reflection |
|  |  |  |  |  |