

# Quality Improvement Plan template

Revised National Quality Standard  
commencing 1 February 2018

Updated September 2017



# 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

<b>Service name</b>		<b>Service approval number</b>	
LARGS NORTH KINDERGARTEN			
<b>Primary contacts at service</b>			
Connie Cowling			
<b>Physical location of service</b>		<b>Physical location contact details</b>	
Street	21 Kybunga Terrace	Telephone	08 82481353
Suburb	Largs North	Mobile	-
State/territory	South Australia	Fax	08 83419916
Postcode	5016	Email	dl.5628.leaders@schools.sa.edu.au
<b>Approved Provider</b>		<b>Nominated Supervisor</b>	
Primary contact	Department for Education and Child Development	Name	Connie Cowling
Telephone	08 82261000	Telephone	08 82481353
Mobile	-	Mobile	-
Fax	-	Fax	08 83419916
Email	-	Email	dl.5628.leaders@schools.sa.edu.au
<b>Postal address (if different to physical location of service)</b>			
Street		State/territory	South Australia
Suburb		Postcode	5016

## 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	8.45am	8.45am	8.45am	8.45am	8.45am		
Closing time	4.00pm	4.00pm	4.00pm	4.00pm	4.00pm		

## 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.

- The preschool operates the same term dates as South Australian public schools.
- Four pupil free days per year.  
Parking for 4 cars in the grounds. Street parking for families.

How are the children grouped at your service?

- We offer two sessions per day. 8.45 – 11.45 and 11.45 – 14.45
- Children are entitled to 15 hours Universal Access per week. Parents negotiate with the staff for 5 x 3 hour sessions per week. We try to offer as much flexibility as possible to accommodate work, study and care arrangements. Many children attend two sessions per day.

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

Connie Cowling

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.

Largs North Kindergarten has policies, practices and procedures in place to promote each child's health and wellbeing in the centre. Educators work in partnership with families to ensure every child's needs are accommodated, for example, health care plans. The needs of children with additional health requirements are documented and communicated within the staff team, including relief staff. Educators have current and appropriate training to address specific health issues. Educators work in partnership with families to ensure children's individual health and safety needs are supported. Children are encouraged to manage their need for rest and relaxation. The educators are aware of the children's energy levels and if required, help them to select a quiet experience or support them to have a rest, for example, with a story. During group times the educators notice, assess and adjust the length of time children are expected to participate. The reasons for washing of hands prior to eating are explicitly taught to the children and reinforced frequently. Educators model hand washing and good hygiene practices. Policies and procedures are in place to limit the spread of infectious diseases. This includes notifying families and including appropriate information from 'Staying Healthy in Child Care'. Healthy eating and sun safety practices are embedded in the culture of the centre. Educators work in partnership with families, from the start of the enrolment process, to ensure families are aware of the thinking behind the centre sun safe and healthy eating policies. Educators encourage children to manage their own snack times, in response to their body's needs. Lunch times are conducted as a social group in order for the children to be supported with packaging and for educators to monitor the children's eating. Filtered water is available to the children at all times and they are regularly encouraged to rehydrate. Children are encouraged to participate in physical play each day. Regular visits to the beach offer opportunities for rigorous physical play in a larger space than the kindergarten yard. Risk Management procedures are regularly undertaken to ensure a safe learning environment. The centre adheres to all requirements relating to the management and reporting of accidents and critical incidents and uses a duplicate book and a diary to record wellbeing information. The centre ensures the supervision of children at all times. Every educator has undergone the necessary DCSI checks and Responding to Abuse and Neglect training.



## 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

<b>Standard 1.1</b>	<b>The educational program enhances each child’s learning and development.</b>	
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.
<b>Standard 1.2</b>	<b>Educators facilitate and extend each child’s learning and development.</b>	
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.
<b>Standard 1.3</b>	<b>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</b>	
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.
--------------------------	---------------	---------------------------------------------------------------------

## Quality Area 1: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.2.3	section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)
1.1.1	section 168(1)(a)-(b)	Program designed for each child
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	section 168(1)(c)-(d)	Program designed for each child
1.1.1, 1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	regulation 73	Educational program
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
1.3.1, 1.3.3	regulation 75	Information about the educational program to be kept available
1.3.3	regulation 76	Information about educational program to be given to parents
1.3.3	regulation 111	Administrative Space
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 155	Interactions with children
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 156	Relationships in groups



Standard/element	National Law (section) and National Regulations (regulation)	
1.3.1	regulation 177(1)(a)	Prescribed enrolment and other documents to be kept by approved provider – the documentation of child assessments or evaluations for delivery of the educational program
1.3.1	regulation 178(1)(a)	Prescribed enrolment and other documents to be kept by family day care educator – the documentation of child assessments or evaluations for delivery of the educational program
1.1.1	Regulation 254	Declared approved learning frameworks
1.3.1, 1.3.3	regulation 274A NSW	Programs for children over preschool age
1.3.1, 1.3.3	regulation 289A NT	Programs for children over preschool age
1.3.1, 1.3.3	regulation 298A Qld	Programs for children over preschool age

## Quality Improvement Plan for Quality Area 1

### Summary of strengths for Quality Area 1

#### Strengths

Largs North Kindergarten's educational programme is underpinned by the Early Years Learning Framework (EYLF). The programme is designed to offer children extended periods of time in play based learning, through which they can assert their own agency and learn collaboratively. This is balanced with group gatherings that encourage children to be active participants in discussions, dialogue and literacy rich experiences. Our gatherings take place in both large and small group contexts. The staff team implements inquiry learning projects, with and alongside the children, to provide greater opportunities for every child to have a voice in the programme, learn from each other and develop their understandings of the world. Our starting point for these inquiries is always 'what do the children already know about this big idea?'

The routines in the centre encourage children to take charge of their own learning, physical needs and emotional wellbeing. The rhythm of the day is responsive to the children's needs, allowing for flexibility.

The educators actively engage in observing, and responding to, children's interests and ideas. This is reflected in the planning cycle. Each child's development and learning goals are recorded in an ongoing manner throughout the child's kindergarten year. Observation of children is extensive. This takes a variety of forms including Learning Stories, photographs, displays, anecdotal records, daily reflection journal and the programming book. This documentation forms the foundation of our programme, ensuring that each child is supported to participate and contribute to the planned experiences.

Each child has a Learning Folder, which is accessible to them and their families at all times. Children are encouraged to add work samples that are important to them. Families are encouraged to borrow the folders to share at home and contribute their own learning stories and documentation.

A Family Night is held during terms 2 and 4 to share the learning from the Kindergarten term. Each child's learning is shared with families in an ongoing manner through learning folders, informal conversations and more formal family discussions held twice yearly. These interviews enable the staff team to develop greater understandings of the child's strengths, interests and family connections outside the kindergarten environment.



Standard/element	Developing	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.2.1	Continue identifying , supporting and documenting individual learning dispositions	Identify each child's strengths to deliver purposeful and intentional teaching	H	Observe and record each child's learning dispositions.  Provide opportunities for all children to engage in differentiated experiences in groups and individually.	Each child or group of children has developed strong dispositions for learning, including creativity, persistence and resilience.	ongoing	
1.3.2	Critical Reflection	Continue to build capacity in reflecting critically using currently embedded practices	H	Engage in reflective practice through use of the daily reflection book and standard staff meeting agenda.	Educators differentiate learning for individuals and small groups with similar requirements.  Practice is responsive to individual children's evolving needs.	ongoing	
1.3.3	Information to Families	Families to collaborate in the learning journey within a play based learning environment.	H	Continue offering Pre-entry and mid-year interviews.  Surveys.  Informal discussion to debrief about learning journeys	All families have deep knowledge about evidence based practice.  Families approach Educators for regular discussions about their child both formally and informally to discuss their child's learning.	ongoing	

### Key improvements sought for Quality Area 1

#### Improvement Plan



## 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

<b>Standard 2.1</b>		
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.
<b>Standard 2.2</b>		
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.

## Quality Area 2: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3	section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)
2.2.3	section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
2.2.1	section 165	Offence to inadequately supervise children
2.1.1	section 166	Offence to use inappropriate discipline
2.2.1	section 167	Offence relating to protection of children from harm and hazards
2.2.1	section 169	Offence relating to staffing arrangements
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	section 189	Emergency removal of children
2.1.2, 2.1.3, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.1.3, 2.2.1	regulation 78	Food and beverages
2.1.3, 2.2.1	regulation 79	Service providing food and beverages
2.1.3, 2.2.1	regulation 80	Weekly menu



2.1.1	regulation 81	Sleep and rest
2.2.1	regulation 82	Tobacco, drug and alcohol free environment
<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
2.2.1	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.2.3	regulation 84	Awareness of child protection law
2.1.2, 2.2.2, 2.2.3	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.2, 2.2.1, 2.2.2, 2.2.3	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.2, 2.2.1, 2.2.2, 2.2.3	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, 2.2.1	regulation 90	Medical conditions policy
2.1.2, 2.2.1	regulation 91	Medical conditions policy to be provided to parents
2.1.2, 2.2.1	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



---

2.2.2	regulation 97	Emergency and evacuation procedures
2.2.2	regulation 98	Telephone or other communication equipment



<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
2.2.1	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
2.1.2	regulation 136	First aid qualifications
2.2.1	regulation 161	Authorisations to be kept in enrolment record
2.1.2, 2.2.1	regulation 162	Health information to be kept in enrolment record, including the immunisation status of the child
2.2.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.2.2	regulation 161	Authorisations to be kept in enrolment record
2.2.2	regulation 162	health information to be kept in enrolment record
2.2.1	regulation 166	Children not to be alone with visitors
2.1.2, 2.1.3, 2.2.1, 2.2.2	regulation 168	Education and care service must have policies and procedures
2.1.1	regulation 168(2)(a)(v)	Education and care service must have policies and procedures in relation to sleep and rest for children



Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.2.2, 2.2.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
2.1.2, 2.2.2, 2.2.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
2.2.1	regulation 274 NSW	Swimming pools
2.2.1	regulation 344 Tasmania	Safety screening clearance – staff members
2.2.1	regulation 345 Tasmania	Swimming pool prohibition

## Quality Improvement Plan for Quality Area 2

### Summary of strengths for Quality Area 2

#### Strengths

Largs North Kindergarten has policies, practices and procedures in place to promote each child's health and wellbeing in the centre. Educators work in partnership with families to ensure every child's needs are accommodated, for example, health care plans.

The needs of children with additional health requirements are documented and communicated within the staff team, including relief staff. Educators have current and appropriate training to address specific health issues. Educators work in partnership with families to ensure children's individual health and safety needs are supported.

Children are encouraged to manage their need for rest and relaxation. The educators are aware of the children's energy levels and if required, help them to select a quiet experience or support them to have a rest, for example, with a story. During group times the educators notice, assess and adjust the length of time children are expected to participate.

The reasons for washing of hands prior to eating are explicitly taught to the children and reinforced frequently. Educators model hand washing and good hygiene practices.

Policies and procedures are in place to limit the spread of infectious diseases. This includes notifying families and including appropriate information from 'Staying Healthy in Child Care'.

Healthy eating and sun safety practices are embedded in the culture of the centre. Educators work in partnership with families, from the start of the enrolment process, to ensure families are aware of the thinking behind the centre sun safe and healthy eating policies.

Educators encourage children to manage their own snack times, in response to their body's needs. Lunch times are conducted as a social group in order for the children to be supported with packaging and for educators to monitor the children's eating.

Filtered water is available to the children at all times and they are regularly encouraged to hydrate.

Children are encouraged to participate in physical play each day. Regular visits to the beach offer opportunities for rigorous physical play in a larger space than the kindergarten yard.

Risk Management procedures are regularly undertaken to ensure a safe learning environment.

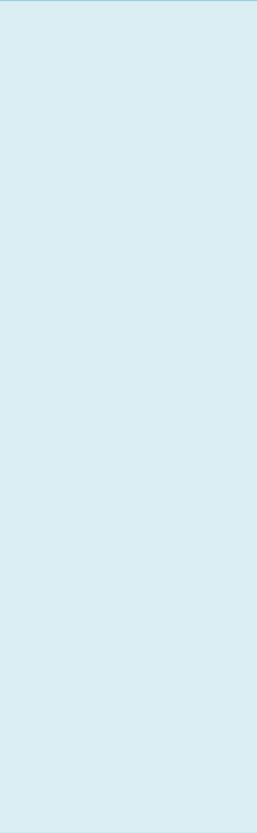
The centre adheres to all requirements relating to the management and reporting of accidents and critical incidents and uses a duplicate book and a diary to record wellbeing information.

The centre ensures the supervision of children at all times. Every educator has undergone the necessary DCSI checks and



---

Responding to Abuse and Neglect training.





## Key improvements sought for Quality Area 2

### Improvement Plan

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



## 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

<b>Standard 3.1</b>	<b>The design of the facilities is appropriate for the operation of a service.</b>	
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.
<b>Standard 3.2</b>	<b>The service environment is inclusive, promotes competence and supports exploration and play-based learning.</b>	
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.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

### Quality Area 3: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
3.2.3	section 168	Offence relating to required programs
3.2.3	regulation 73(2)(b)	Educational program is to contribute to the outcome that each child will be connected with and contribute to his or her world
3.1.1, 3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104	Fencing and security
3.2.1, 3.2.2	regulation 105	Furniture, materials and equipment
3.1.1, 3.1.2	regulation 106	Laundry and hygiene facilities
3.1.1	regulation 107	Space requirements—indoor
3.1.1	regulation 108	Space requirements—outdoor space
3.1.1,3.1.2, 3.2.1	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, 3.1.2	regulation 112	Nappy change facilities
3.1.1, 3.2.1, 3.2.2	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.1	regulation 115	Premises designed to facilitate supervision



<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
3.1.1, 3.1.2	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, 3.1.2	regulation 274 NSW	Swimming pools
3.1.1, 3.1.2	regulation 345 Tasmania	Swimming pool prohibition

## Quality Improvement Plan for Quality Area 3

### Summary of strengths for Quality Area 3

#### Strengths

Largs North Kindergarten is located in a facility constructed by the local community in the 1950s. The building provides a light filled, open space that offers flexibility for the educators to design and arrange a variety of open-ended learning experiences. The floor plan encourages spaces for large and small group experiences, as well as the creation of quiet nooks for individual and paired learning. The environment is inviting, engaging and respectful of the children and their families. The outdoor space offers a variety of areas that enable the educators to cater for different learning experiences and styles. Experiences are planned in order to extend and challenge the children. There is space for both active and passive play and exploration. Fixed features include a mud pit, stage area, cubby house, sandpit, swings and a water course. There is ample shade in the playground area.

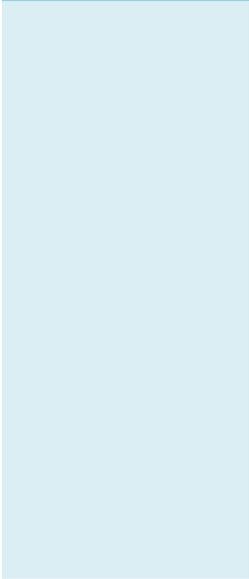
Children are encouraged to access both the indoor and outdoor environments independently. The daily routine offers extended periods of time for indoor/outdoor play by the children's choice. Children are encouraged to resource the program, supported by the educators, in order to develop and extend on their ideas and interests.

The kindergarten educators actively and continually monitor the safety of the learning environment. Potential hazards are documented and dealt with in an appropriate and timely manner.

Sustainable practices are embedded in the culture and programs of Largs North Kindergarten. Children and educators work and learn together in caring for the frog pond, worm farm and kindergarten chickens. The children are actively involved in the establishment and ongoing nurturing of our vegetable gardens each season.

The educators explicitly teach and model the use of our recycling bins and council composting system. The kindergarten has two water tanks, one to provide water for the sandpit area and the second to provide water for the toilet flushing.

We regularly visit Largs North Beach, as we believe it is essential for children to connect with nature to develop an appreciation of the unique environment in our local community. The educators discuss the needs of the beach, local wildlife, the dunes and the impacts that human activities have on these natural treasures.



## Key improvements sought for Quality Area 3

### Improvement plan

Standard/ element	Development	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2	The outdoor learning environment provides equitable access and is mindful of the diverse needs of each learner	All children feel safe, supported and comfortable in the outdoor environment.		<p>Continue upgrading the outdoor learning environment as per the 4 year plan.</p> <p>Plan the daily outdoor environment to facilitate both mindful and robust physical experiences. All staff to be responsive to individuals and groups and accessing the front of the kindergarten as deemed appropriate.</p> <p>Aesthetic measures taken to create calming spaces within this space.</p>	<p>All children engage in the outdoor environment to access solitude or release tension.</p> <p>The outdoor environment supports deep engagement. Children have access to increased unencumbered space to engage in open-ended experiences.</p>	ongoing	January 2018 – fixed equipment removed



## Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

### Quality Area 4: Standards and elements

<b>Standard 4.1 Staffing arrangements enhance children's learning and development.</b>		
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.
<b>Standard 4.2 Management, educators and staff are collaborative, respectful and ethical.</b>		
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.

## Quality Area 4: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	section 161	Offence to operate education and care service without nominated supervisor
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 coordinators
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	regulations 119–120	Age and supervision requirements
4.2.2	regulation 117A-117C	Minimum requirements for a person in day-to-day charge, nominated supervisor and family day care educator
4.1.1, 4.1.2	regulations 121–124	Minimum number of educators required
4.1.1	regulations 125–128	Educational qualifications for educators
4.1.1, 4.1.2	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1.1	regulations 137–143	Approval and determination of qualifications
4.1.1, 4.1.2	regulation 144	Family day care educator assistant
4.1.1	regulations 145–152	Staff and educator records—centre-based services

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulation 153	Register of family day care educators
4.1.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
4.1.1, 4.1.2, 4.2.1, 4.2.2	regulation 168(2)(i)	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.
4.2.1	regulation 169(2)(d)	Additional policies and procedures in relation to monitoring, support and supervision of family day care educators (family day care service)
4.2.1	regulation 169(2)(g)	Additional policies and procedures in relation to the provision of information, assistance and training to family day care educators (family day care service)
4.1.1	regulation 239	Centre-based service offering a preschool program in a composite class in a school
4.1.1	regulation 239A	Centre-based services in remote and very remote areas—attendance of early childhood teachers
4.1.1	regulation 240	Qualifications for educators (centre-based service)
4.1.1	regulation 241	Persons taken to hold an approved early childhood teaching qualification
4.1.1	regulation 242	Persons taken to be early childhood teachers
4.1.1	regulation 243	Persons taken to hold an approved diploma level education and care qualification
4.1.1	regulation 243A	Persons taken to hold an approved diploma level education and care qualification for regulation 128 in Queensland
4.1.1	regulation 244	Persons taken to hold an approved certificate III level education and care qualification
4.1.1	regulations 260-262 ACT	Children over preschool age – minimum number of educators and qualifications required



<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
4.1.1	regulations 266-267 ACT	Transitional provisions – staffing arrangements (centre-based services)
4.1.1	regulations 271-272 NSW	Minimum number of educators and qualifications and training required
4.1.1	regulation 278 NSW	Qualifications for primary contact staff members-saving
4.1.1	regulation 290 NT	General qualification requirements for educators – children over preschool age
4.1.1	Regulation 294 NT	Early childhood teacher – 60 or more children
4.1.1	regulation 385 ACT	Resignation of early childhood teacher

## Quality Improvement Plan for Quality Area 4

### Summary of strengths for Quality Area 4

#### Strengths

The educators have developed positive, professional and respectful relationships in working with each other, children and families. Educators challenge each other through dialogue, attend professional learning as a staff team and engage in professional reading as we continue to develop our understandings of contemporary research and practice. Through these actions an ethos of educators as life-long learners is actively promoted in the staff team.

Educators engage in fortnightly staff meetings to reflect on successes and challenges, growth points, needs, and directions for our centre and critical reflection is a standard agenda item. Fortnightly planning sessions enable educators to use this knowledge to collaboratively plan the learning programme.

The team is supportive of each other's experience, strengths and knowledge, drawing on this to enhance and develop the learning programmes.



# Key improvements sought for Quality Area 4

Improvement plan

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

## 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

<b>Standard 5.1</b>	<b>Respectful and equitable relationships are maintained with each child.</b>	
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.
<b>Standard 5.2</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships.</b>	
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.

## Quality Area 5: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
5.1.2, 5.2.2	section 166	Offence to use inappropriate discipline
5.1.1, 5.2.1, 5.2.2	regulation 73	Educational program
5.2.1, 5.2.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 155	Interactions with children
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 156	Relationships in groups
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 168(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

## Quality Improvement Plan for Quality Area 5

### Summary of strengths for Quality Area 5

#### Strengths

The educators at Largs North Kindergarten are invested in developing warm and reciprocally engaging relationships with the children and their families. Each child is viewed as an individual through a strengths based lens. A sense of security and belonging is supported, as we believe that children need to feel safe and confident in a learning environment before learning can occur. Educators are available to the children, engaging them in conversations, experiences and encouraging children to take risks in their learning. The adults in the centre are sensitive to each child's individual strengths, needs and interests. This is reflected in their observations and the learning programme.

Educators work in collaboration with families to develop holistic understandings of the children in their home, community and kindergarten contexts. Families are invited to participate in learning conversations, both formally and informally, to ensure that the educators learn as much as they can about each child across these contexts.

Children are supported by the adults in our centre to engage in the kindergarten program through predictable and consistent (but still reflexive) routines and opportunities for active and quiet play, small and whole group gatherings.

Largs North Kindergarten is a community of learners, with children engaging in inquiry learning projects that offer opportunities for discussion and dialogue, collaboration, research, planning, problem-solving and shared decision making. Children are encouraged to share their expertise, ideas and wonderings through sustained shared thinking. Each child is encouraged to express their ideas in a variety of ways, including oral language, group discussions, visual arts, construction, dramatic play and book making.

### Key improvements sought for Quality Area 5



Improvement plan

Standard/element	Development	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.2	Self-regulation	To gain and maintain a strong focus on supporting self-regulation.	H	Circle of Security professional development.  Individual and group experiences that focus on awareness and mind/body connections eg. Mindfulness. Explore kindness. Embed social emotional learning.	Children develop empathy, a sense of belonging and community and develop an understanding of concepts such as altruism.	ongoing	

## 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

<b>Standard 6.1</b>	<b>Respectful relationships with families are developed and maintained and families are supported in their parenting role.</b>	
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.
<b>Standard 6.2</b>	<b>Collaborative partnerships enhance children's inclusion, learning and wellbeing.</b>	
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.

## Quality Area 6: Related sections of the National Law and National Regulations

<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
6.1.2	section 168	Offence relating to required programs
6.1.3	section 172	Offence to fail to display prescribed information
6.1.3, 6.2.1	section 175	Offence relating to requirement to keep enrolment and other documents
6.1.1, 6.1.3	regulation 31	Condition on service approval – quality improvement plan
6.1.1, 6.1.2, 6.2.2, 6.2.3	regulation 73	Educational programs
6.1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1.3	regulation 75	Information about the educational program to be kept available
6.1.3, 6.2.2	regulation 76	Information about educational program to be given to parents
6.1.3	regulation 80	Weekly menu
6.1.1, 6.1.2, 6.1.3, 6.2.1	regulation 111	Administrative space (centre-based services)
6.1.2	regulation 155(e)	Interactions with children have regard to the family and cultural values, age, and physical and intellectual development and abilities of each child
6.1.1	regulation 157	Access for parents
6.1.1, 6.1.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
6.2.1	regulation 168(2)(j)	Education and care service must have policies and procedures in relation to interactions with children

6.1.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation
<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
6.1.3	regulation 171	Policies and procedures to be kept available
6.1.1, 6.1.3, 6.2.2	regulation 172	Notification of change to policies or procedures
6.1.3	regulation 173	Prescribed information is to be displayed
6.1.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1.3	regulation 181	Confidentiality of records kept by approved provider
6.1.3	regulation 182	Confidentiality of records kept by family day care educator
6.1.3	regulation 183	Storage of records and other documents
6.1.2	regulation 274A NSW	Programs for children over preschool age
6.1.2	regulation 289A NT	Programs for children over preschool age
6.1.2	regulation 298A Qld	Programs for children over preschool age

## Quality Improvement Plan for Quality Area 6

### Summary of strengths for Quality Area 6

#### Strengths

Largs North Kindergarten aims to provide a warm and welcoming environment to families joining our community from the point of first contact. For some families this will be on enrolment, for others this will be when they engage with our playgroup program. The staff team are actively encouraged to develop understandings of the community context and culture in order to deliver a service that reflects these important elements.

The enrolment process is consistent and comprehensive. Families are invited into the centre to meet with the staff, see the program in action and discuss their specific hopes and needs prior to enrolment. An information session is held each year for families to gain understandings of the program, philosophy and how they can contribute to the program at our site. This event also provides an opportunity for families to make connections within the preschool community. Once children commence kindergarten families are encouraged to stay and participate with their child as they transition into the centre from home.

We recognise and value the input and observations of our families. Families at Largs North Kindergarten are respected as their child's first educators. Their perspectives and expertise are invaluable in the ongoing improvements to our centre's program through arrival and departure conversations and family night. Information to families is communicated through our newsletters, both electronically and in hard copy, website, noticeboards and both informal and formal conversations. We actively promote other services, resources and community events to support families in their parenting roles.

Each term our centre celebrates the learning from the term at a Family Night. The educators share a snapshot of the inquiry project followed by a shared meal.

The educators at Largs North Kindergarten accesses Support Services to enhance children's learning and development. These services include speech pathologists, occupational therapists, Autism S.A., the Child Development Unit, C.A.F.H.S. child psychologists and C.A.Y.M.H.S. Every child at Largs North Kindergarten is supported to reach their potential. Programs are developed with professionals, such as the speech pathologist, and implemented by the educators to facilitate the inclusion of children with additional needs.

The kindergarten provides a facilitated playgroup on Friday mornings to build relationships with and engage local families. This supports the transition into our centre for children and families as they are familiar with the environment and educators. Educators have developed transition processes with our two main feeder schools in order to support continuity of learning. This includes visits across the school year, to our main feeder school conversations with receiving teachers about each child and supporting the orientation visits through educators attending with the children.

## Key improvements sought for Quality Area 6

### Improvement plan

Standard/ element	Developing	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 6.1.2	Not all families are aware of the depth of positive impact they have on children's learning at home.	For parents to feel valued as pivotal contributors in their child's learning	H	Create regular opportunities for conversations with each family, focus on the learning outcome related to shared experiences in the home, eg cooking-science/maths and conversations- reading.  Family networking evenings: inviting parents from previous cohorts to speak.	Families regularly share information/ learning/strategies from home with educator, collaborating deeply for enhanced progress.  Families engage with networking evenings.	Ongoing  Term 2	




## 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

<b>Standard 7.1 Governance supports the operation of a quality service.</b>		
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.
<b>Standard 7.2 Effective leadership build and promotes a positive organisational culture and professional learning community.</b>		
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.

## Quality Area 7: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	section 12	Applicant must be fit and proper person (provider approvals)
7.1.2	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.2	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.1	section 31	Condition on service approval—quality improvement plan
7.1.2	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
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
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, 7.1.3	section 163	Offence relating to appointment or engagement of family day care co-ordinators
7.1.2	section 164	Offence relating to assistance to family day care educators
7.1.2, 7.1.3	section 164A	Offence relating to the education and care of children by family day care service
7.1.3	section 165(2)	Offence to inadequately supervise children

---

7.1.3	section 166	Offence to use inappropriate discipline
-------	-------------	-----------------------------------------

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.3	section 167(2)	Offence relating to protection of children from harm and hazards
7.1.3	section 167(3)	Offence relating to protection of children from harm and hazards
7.2.2	section 168	Offence relating to required programs
7.1.3	section 168(2)	Offence relating to required programs
7.1.2, 7.1.3	section 169	Offence relating to staffing arrangements
7.1.2	section 170	Offence relating to unauthorised persons on education and care service premises
7.1.3	section 170(3)	Offence relating to unauthorised persons on education and care service premises
7.1.3	section 170(4)	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, 7.1.3	section 174A	Family day care educator to notify certain information to approved provider
7.1.2	section 175	Offence relating to requirement to keep enrolment and other document
7.1.3	section 175(3)	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	regulation 16	Matters relating to criminal history
7.2.1	regulation 31	Condition on service approval-quality improvement plan

7.1.1, 7.2.1	regulation 55	Quality improvement plans
<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
7.1.1, 7.2.1	regulation 56	Review and revision of quality improvement plans
7.1.3	regulation 72	Offences in relation to giving false or misleading statements about ratings
7.2.2	regulation 73	Educational program
7.1.3	regulation 77(2-3)	Health, hygiene and safe food practices
7.1.3	regulation 78(2-3)	Food and beverages
7.1.3	regulation 79(2-3)	Service providing food and beverages
7.1.3	regulation 80(2-3)	Weekly menu
7.1.3	regulation 81(2-3)	Sleep and rest
7.1.3	regulation 82	Tobacco, drug and alcohol-free environment
7.1.3	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
7.1.2, 7.1.3	regulation 84	Awareness of child protection law
7.1.2, 7.1.3	regulation 85	Incident, injury, trauma and illness policies and procedures
7.1.2	regulation 86	Notification to parents of incident, injury, trauma and illness
7.1.2, 7.1.3	regulation 87	Incident, injury, trauma and illness record
7.1.2	regulation 88	Infectious diseases
7.1.2, 7.1.3	regulation 89	First aid kits
7.1.2, 7.1.3	regulation 90	Medical conditions policy

7.1.2, 7.1.3	regulation 92	Medication record
<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
7.1.3	regulation 93(3-4)	Administration of medication
7.1.3	regulation 94(2)	Exception to authorisation requirement—anaphylaxis or asthma emergency
7.1.3	regulation 95(c)	Procedure for administration of medication
7.1.2, 7.1.3	regulation 97	Emergency and evacuation procedures
7.1.3	regulation 98	Telephone or other equipment
7.1.2, 7.1.3	regulation 99	Children leaving the education and care service premises
7.1.3	regulation 100	Risk assessment must be conducted before excursion
7.1.2	regulation 101	Conduct of risk assessment for excursion
7.1.3	regulation 102	Authorisation for excursions
7.1.2, 7.1.3	regulation 116	Assessments of family day care residences and approved family day care venues
7.1.3, 7.2.2	regulation 118	Educational leader
7.1.3	regulation 120A	Placing a person in day-to-day charge
7.1.2	regulations 117A-117C	Minimum requirements for persons in day-to-day charge, nominated supervisors and family day care educators
7.1.3	regulation 124	Number of children who can be educated and cared for—family day care educator
7.1.3	regulation 136	First aid qualifications
7.1.3	regulation 144	Family day care educator assistant
7.1.2	regulations 145-147	Staff and educator records – centre-based services
7.1.2, 7.2.2	regulation 148	Staff and educator records – centre based services - Educational Leader

7.1.2	regulations 149-152	Staff and educator records – centre-based services
<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
7.1.2	regulations 153-154	Register of family day care educators, co-ordinators and assistants
7.1.3	regulation 155	Interactions with children
7.1.3	regulation 157	Access for parents
7.1.2	regulations 158-162	Attendance and enrolment records
7.1.3	regulation 159	Children’s attendance record to be kept by family day care educator
7.1.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
7.1.3	regulation 161(2)	Authorisations to be kept in enrolment record
7.1.2	regulation 163-166	Residents at family day care residence and family day care educator assistants
7.1.3	regulation 164	Requirement for notice of new persons at residence
7.1.3	regulation 165(2)	Record of visitors
7.1.3	regulation 166(2)	Children not to be alone with visitors
7.1.2	regulation 167	Record of service’s compliance
7.1.2, 7.1.3, 7.2.3	regulation 168	Education and care service must have policies and procedures
7.1.2, 7.1.3, 7.2.3	regulation 169	Additional policies and procedures—family day care service
7.1.2, 7.1.3	regulation 170	Policies and procedures to be followed
7.1.2, 7.1.3	regulation 171	Policies and procedures to be kept available

7.1.2	regulation 172	Notification of change to policies or procedures
<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
7.1.2	regulations 173-176A	Display and reporting of prescribed information
7.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
7.1.3	regulation 179	Family day care educator to provide documents on leaving service
7.1.2, 7.1.3	regulation 180	Evidence of prescribed insurance
7.1.2	regulation 181	Confidentiality of records kept by approved provider
7.1.3	regulation 182	Confidentiality of records kept by family day care educator
7.1.2	regulations 183-184	Confidentiality and storage of records
7.1.2, 7.1.3	regulation 185	Law and regulations to be available
7.1.2	regulation 344 Tasmania	Safety screening clearance – 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

## Quality Improvement Plan for Quality Area 7

### Summary of Strengths

#### Strengths

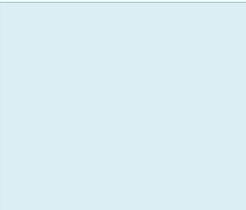
Largs North Kindergarten operates with a Governing Council, comprising of family and community members, who work in partnership with the kindergarten staff. The Governing Council meets twice each term. Every effort is made to provide continuity of educators on the site by rostering regular staff to fill the place of team members who are absent. When this is not possible, new staff are inducted by working alongside our regular team members to inform them of routines, the program and procedures. New staff are made aware of children with special rights and the management of these.

The learning program at our centre is both an individual and team responsibility. Pedagogy and research is discussed and reflected upon at staff meetings and professional learning sessions.

All staff engage in professional conversations with the director twice yearly to support professional development. Staff are encouraged to set goals to improve their practice. There is an expectation that staff have responsibility for their own professional learning that is supported by the educational leader. Educators are actively encouraged to develop leadership skills.

The centre has systems and processes in place to ensure it meets all legislative and administrative responsibilities in order to operate effectively, using a year planner to manage tasks. Grievance processes are documented and available to families and staff. Policies are updated regularly. They are available to staff and families.

The Quality Improvement Plan is a standard agenda item at staff meetings as we strive towards continuous improvement. Educators regularly engage in self-review and reflection processes.



## Key improvements sought for Quality Area 7

### Improvement plan

Standard/element	Development	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.2	Benefit / risk assessments to be reviewed on a regular basis	Benefit/risk assessments are responsive to evolving practices, eg. Beach Kindy sessions	H	All assessments are current and accurate. Consent forms contain comprehensive information about the range of experiences that may occur.	Assessments are current and comprehensive.	End Term 1	
7.1.3	New staff require clarity about their roles and responsibilities	Develop contextualised roles and responsibilities for all educators.	M	Create roles and responsibilities for teachers and Early childhood workers.	All staff have access to a comprehensive roles and responsibilities document.  New staff induction process incorporates a roles and responsibilities document relevant to their allocation.	Term 4	
7.2	Develop leadership capacity.	Leadership develops effective strategies for the purpose of ongoing improvement outcomes for all stakeholders.	H	Implement strategies from engagement with the Graduate Diploma of Strategic Leadership. Confer with colleagues on a regular basis. Develop networks with colleagues across educational settings. Engage in relevant professional	Culture shifts occur at a site level.  Longer term plans are implemented.  Small, high impact changes result in improved outcomes for children.	Ongoing	



---

7.2	Develop leadership capacity.	Leadership develops effective strategies for the purpose of ongoing improvement outcomes for all stakeholders.	H	Implement strategies from engagement with the Graduate Diploma of Strategic Leadership. Confer with colleagues on a regular basis. Develop networks with	Culture shifts occur at a site level. Longer term plans are implemented. Small, high impact changes	Ongoing	
-----	------------------------------	----------------------------------------------------------------------------------------------------------------	---	----------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	---------	--