



Mimili Anangu School
Preschool Quality Improvement Plan
2015



Mimili Anangu Preschool
 Mimili Community, Mimili, SA 0872
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Early Years Coordinator
 Preschool Teacher
 Nominated Supervisor

Mandy Dempsey
 Mandy Dempsey
 Mandy Dempsey

Approved Provider

Erin McQuade (Principal, Mimili Anangu School)
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	Monday	Tuesday	Wednesday	Thursday	Friday
Term 1 & 4 Opening time	8.30am	8.30am	8.30am	8.30am	8.30am
Term 2 & 3	9.00	9.00	9.00	9.00	9.00
Term 1 & 4 Closing time	11.30am	11.30am	11.30am	11.30am	11.30am
Term 2 & 3	12.00pm	12.00pm	12.00pm	12.00pm	12.00pm

As Mimili is in the APY Lands, teachers and leaders are allocated 2 travel days at the beginning and end of each term.

Mimili Preschool Draft Philosophy
 (Philosophy is waiting to be approved by governing council)

- At Mimili Anangu Preschool, we work with families and community to support the PYEC philosophy for the early years. We provide a safe place for children to be introduced to Piranpa learning while still being surrounded by Anangu way.
- When children feel safe, learning happens. Early Years Educators (Anangu and Piranpa) work together with children and families to provide a place for children to work and learn through play.
- Every child is supported as an individual to be able to reach their potential in their own way while developing knowledge and skills for lifelong learning. Every child has strengths, with these strengths children support each other as part of a teaching and learning team at preschool. Children develop confidence in their abilities and choose to participate in learning opportunities every day at preschool.
- Children are expected to be responsible for themselves and their things at preschool and as a team children, educators and family respect and care for the preschool people, place and things

Quality Improvement Plan

Standard/Element					
<p>1.1.5 - Every child is supported to participate in the program</p> <p>1.1.6 - Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.</p> <p>2.3.2 - Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.</p> <p>4.1.1 - Educator-to-child ratios and qualification requirements are maintained at all times</p> <p>5.1.2 - Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning</p> <p>5.1.3 - Each child is supported to feel secure, confident and included</p> <p>5.2.1 - Each child's supported to work with, learn from and help others through collaborative learning opportunities</p> <p>5.2.2 - Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</p>					
❖ What outcome/ goal do we seek	Priority (L/M/H)	• How can we get this outcome? (steps)	Success measures	By When	• Progress notes
<p>❖ Children feeling safe and having control over their environment</p> <p>❖ Educators being responsible for all children all the time</p>	H	<ul style="list-style-type: none"> • Supporting children to keep themselves safe. • Children facing other children and saying STOP with their hand raised to keep themselves safe. • Children choosing to be safe. • Adults modelling safe practices 	Calm relaxed and productive learning environment where children feel safe to investigate, imagine and learn.	T2	<ul style="list-style-type: none"> • Children are saying stop and supporting each other to do this. • Children are responding to the word stop and stopping their actions which may hurt or upset others. • Children are feeling safer and not being so wary in the environment all the time.
<p>Photographic proof here Not for website</p>					

Standard/Element					
--- refer to playgroup QIP					
❖ What outcome/ goal do we seek	Priority (L/M/H)	• How can we get this outcome? (steps)	Success measures	By When	• Progress notes
❖ Parenting programs	M	<ul style="list-style-type: none"> • Twice a term men's group • Weekly games with kids/toy boxes • Twice a term Kungka nights • Impacting on preschool and playgroup attendance 	Parents attending meetings and participating Higher attendance at preschool and playgroup	T2 Ongoing	<ul style="list-style-type: none"> • Since first men's group attendance at playgroup has increased and been maintained in term 2
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Standard/Element					
<p>2.1.2 - <i>Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.</i></p> <p>3.1.3 - <i>Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.</i></p>					
❖ What outcome/ goal do we seek	Priority (L/M/H)	• How can we get this outcome? (steps)	Success measures	By When	•Progress notes
<ul style="list-style-type: none"> • Extending preschool hours so children have time to play and time to rest in a safe and relaxed environment. • Children have access to indoor /outdoor space so they can choose what they want to play with and where they want to be 	M	<ul style="list-style-type: none"> • PAC Proposal • Parent agreement • Funding 	Children are resting Children have more time for free play , making choices about where they play and with whom	T3	<ul style="list-style-type: none"> • Governing council said no initially to be reviewed as children want to go to preschool each day. • AEW attendance not currently regular enough to change routine to inside/outside
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Standard/Element					
6.1.1 - <i>There is an effective enrolment and orientation process for families</i>					
6.1.3 - <i>Current information about the service is available to families</i>					
6.2.2 - <i>Current information is available to families about community services and resources to support parenting and family wellbeing.</i>					
❖ What outcome/ goal do we seek	Priority (L/M/H)	• How can we get this outcome? (steps)	Success measures	By When	• Progress notes
❖ Attendance and enrolment packs ❖ Take home packs	M	• Family and community display board	Parents accessing information Parents and community using board to display items	T3	
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Standard/Element					
1.1.2 - Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program 1.1.4 - The documentation about each child's program and progress is available to families. 1.2.3 - Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program 6.1.2 - Families have opportunities to be involved in the service and contribute to service decisions 6.2.1 - The expertise of families is recognised and they share in decision making about their child's learning and wellbeing 6.3.3 - Access to inclusion and support assistance is facilitated					
❖ What outcome/ goal do we seek	Priority (L/M/H)	• How can we get this outcome? (steps)	Success measures	By When	• Progress notes
❖ ILP ❖ Reports ❖ AEWs involved in planning, reflection and plans ❖ Active learning environment – Teaching team working together in all areas at preschool ❖ Termly family meetings		• Termly ILPs – fortnightly visits to families • Team reflection on pedagogy • Set regular date for family meeting eg week 6	• ILPs completed for every child every term • Reports completed in term 2 and 4 • SoL for leavers T4 • Families sharing information and being a part of decision making	Each term	Roster in place for ILPs and reports Some ILPs completed AEWs attending planning meetings 15/5
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Standard/Element					
3.3.1 <i>Sustainable practices are embedded in service operations</i>					
3.3.2 <i>Children are supported to become environmentally responsible and show respect for the environment</i>					
❖ What outcome/ goal do we seek	Priority (L/M/H)	• How can we get this outcome? (steps)	Success measures	By When	• Progress notes
❖ Children learning about recycling ❖ Children understanding sustainability ❖	L	<ul style="list-style-type: none"> • Collecting cans • Water walls • Separating paper and scraps etc 	<ul style="list-style-type: none"> • Children choosing to recycle and be sustainable within the preschool • Children taking scraps home for dogs • Children using water wisely • Children collecting cans and bottles • Placing paper in separate bin • Knowing colours of bins have meaning 	T4	Children are collecting cans to raise funds for excursion
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Standard/Element					
<p>4.2.1-Professional standards guide practice, interactions and relationships</p> <p>4.2.2-Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships</p> <p>4.2.3-Interactions convey mutual respect, equity and recognition of each other's strengths and skills</p> <p>7.1.2-The induction of educators, co-ordinators and staff members is comprehensive</p> <p>7.2.2-The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.</p>					
❖ What outcome/ goal do we seek	Priority (L/M/H)	• How can we get this outcome? (steps)	Success measures	By When	•Progress notes
<ul style="list-style-type: none"> ❖ AEW Performance conversations ❖ Educators having own roles and working together ❖ Educators working as a team using each other's strengths to create environment where everyone is doing what they are best at and what they enjoy ❖ Roster of cleaning jobs and learning that happens each day ❖ Pauline and Shalona complete Certificate 3 	H	<ul style="list-style-type: none"> • Planning together • Rosters of cleaning and learning roles • Respecting each other • Studying and going to Centra each week and Monday sessions with Mandy 	<ul style="list-style-type: none"> • Pauline completes Certificate 3 • Shalona continues her studies in Cert 3 • Educators sharing roles and completing all cleaning and learning tasks everyday 	T2	
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Standard/Element					
<i>7.3.1 - Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements</i>					
<i>7.3.5 - Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly</i>					
❖ What outcome/ goal do we seek	Priority (L/M/H)	• How can we get this outcome? (steps)	Success measures	By When	• Progress notes
❖ Records are stored in appropriate place where they can be locked away and kept confidential.	H	<ul style="list-style-type: none"> • Secure a lockable storage system to store within the school • 	<ul style="list-style-type: none"> • Files are kept at school • Files are confidentially stored and secure • 	T1	<ul style="list-style-type: none"> • Now have a lockable storage system 15/5 • Now have own desk in office where private conversations can be held and lockable cabinet can be kept.
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Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	
✓	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.
	Element 1.1.2	<i>Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.</i>
✓	Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
	Element 1.1.4	<i>The documentation about each child's program and progress is available to families.</i>
	Element 1.1.5	<i>Every child is supported to participate in the program.</i>
	Element 1.1.6	<i>Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.</i>
Standard 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
✓	Element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
✓	Element 1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
	Element 1.2.3	<i>Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.</i>

Quality Improvement Plan for QA1

Summary of strengths for QA1

Strengths	<ul style="list-style-type: none"> ❖ Staff plan and program using children's interests. The fortnightly planning and reflection allows for children to impact and influence the curriculum. ❖ Children understand and follow rules and routines, this is most evident when there is a relieving teacher and children continue to manage their day by following routines they know happen at preschool. More routines are regularly put in place to allow children control over environment and safety. Which allows children to be engaged in learning. ❖ Each child is assessed as to knowledge and ability twice/term, through observation conversations and photographs. This informs learning stories, reflection and planning allowing for a cycle of reflection and planning centred around the child's potential development and learning. ❖ Educators use children's interests to develop and understanding about their knowledge and how to extend and support them in their learning. All children have positive relationships with all educators and new children quickly develop positive relationships and trust in the preschool environment.
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Key improvements sought for QA1

Standard/element 1.1.2 1.1.4 1.2.3	<ul style="list-style-type: none"> ❖ Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program ❖ The documentation about each child's program and progress is available to families. ❖ Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program
Identified issue	<ul style="list-style-type: none"> ❖ Currently individual learning plans are done irregularly. ❖ Reflecting on children's learning, is currently done by teacher only using input from AEWs, families and children gathered informally through conversations and feedback.
Standard/element 1.1.5 1.1.6	<ul style="list-style-type: none"> ❖ Every child is supported to participate in the program ❖ Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.
Identified issue	<ul style="list-style-type: none"> ❖ Children are currently scared of other children, not able to access all areas of curriculum and have low levels of involvement in learning due to fear of being hurt or teased.

Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

Standard 2.1	Each child's health is promoted.	
✓	Element 2.1.1	Each child's health needs are supported.
	<i>Element 2.1.2</i>	<i>Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.</i>
✓	Element 2.1.3	Effective hygiene practices are promoted and implemented.
✓	Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
Standard 2.2	Healthy eating and physical activity are embedded in the program for children.	
✓	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
✓	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
Standard 2.3	Each child is protected.	
✓	Element 2.3.1	Children are adequately supervised at all times.
	<i>Element 2.3.2</i>	<i>Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.</i>
✓	Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
✓	Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.
Standard/element	National Law (section) and National Regulations (regulation)	

Quality Improvement Plan for Q2

Summary of strengths for QA2

Strengths	<ul style="list-style-type: none"> • Each child and family are known by educators and health needs are supported through consistent communication and families trust in sharing what is happening for individual children with educators. • AEWs are studying Certificate 3 which supports learning about and knowledge of health and hygiene and safe environments for children. Educators are being proactive in making the preschool a safe, clean and hygienic place for children to play, learn, and eat. • Children's health and wellbeing are supported through breakfast program, healthy lunch program and fruit all being supplied at preschool. Water is always available to children, they access their own water bottles inside and outside and understand they need to look after them and drink them at the table and leave them in the tray before playing again. • Physical activity is promoted in group times and outdoor play. Children can access several experiences which challenge and support development of gross motor skills, there are organised large group games and specific promotion of specified learning experiences for those children who require extra support in developing these skills. • Emergency plans are in operation and are supported by site and DECD policies and procedures. Emergency evacuation and evacuation are practices by the preschool twice/term. • Educators, often discuss their roles and responsibilities to respond to every child at risk of abuse or neglect. This can be challenging when children are part of your family or friendship group. The early years coordinator supports families by explaining when a possible event occurs that it is a reportable offence eg if a child is not collected after preschool, and ways to prevent a report taking place. In certain circumstances where there has been difficulties due to work arrangements of parents specific plans have been put in place between workplace, early years coordinator and parent to make sure the child is safe and cared for and reports do not need to be made. It is a transparent process and all families are aware of the requirements of educators to report.
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Key improvements sought for QA2

Standard/element [2.1.2]	<i>Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.</i>	
	Identified issue	There is no place for children share stories with adults, rest or sleep if required. The days are too short to provide enough time to allow children a session for rest or relaxation.
Standard/element [2.3.2]	<i>Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.</i>	
	Identified issue	Children are currently scared of other children, not able to access all areas of curriculum and have low levels of involvement in learning due to fear of being hurt or teased

Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

Standard 3.1	The design and location of the premises is appropriate for the operation of a service.	
	Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
	<i>Element 3.1.3</i>	<i>Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.</i>
Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	
	Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
	Element 3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.
Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	
	<i>Element 3.3.1</i>	<i>Sustainable practices are embedded in service operations.</i>
	<i>Element 3.3.2</i>	<i>Children are supported to become environmentally responsible and show respect for the environment.</i>

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths	<ul style="list-style-type: none"> • Premises, furniture and equipment are safe, clean and well maintained. Educators support children to care for and respect the preschool and clean and tidy each day. Indoor and outdoor spaces provide children with experiences depending on needs and individual learning plans and priorities. • Children have the opportunity to access experiences in large groups, small groups, pairs or alone. Some experiences are restricted at time to promote social skills in sharing and taking turns, but equipment and supplies are available for all children, educators and families involvement in play and learning at preschool.
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Key improvements sought for QA3

Standard/element 3.1.1 3.1.3	❖ <i>Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.</i>	
Identified issue	<ul style="list-style-type: none"> ❖ Children are regularly interrupted by routines ❖ Children have no choice between indoor and outdoor play. 	
Standard/element 3.3.1 3.3.2	<ul style="list-style-type: none"> ❖ <i>Sustainable practices are embedded in service operations</i> ❖ <i>Children are supported to become environmentally responsible and show respect for the environment.</i> 	
Identified issue	Children are beginning to be aware of recycling Sustainable practices are planned for but not embedded, eg water wheel, collecting cans.	

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

Standard 4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.	
	<i>Element 4.1.1</i>	<i>Educator-to-child ratios and qualification requirements are maintained at all times.</i>
Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.	
	<i>Element 4.2.1</i>	<i>Professional standards guide practice, interactions and relationships.</i>
	<i>Element 4.2.2</i>	<i>Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.</i>
	<i>Element 4.2.3</i>	<i>Interactions convey mutual respect, equity and recognition of each other's strengths and skills.</i>

Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths

This area is an area for improvement, although they are covered in a legal sense staffing arrangements are not supported in all areas when AEWs do not attend work. This impacts on service provided to children and pressure put on teacher to manage more than 11 children including 3 children with special needs and up to 17 children with English as a foreign language.

Key improvements sought for QA4

Standard/element 4.2.1 4.2.2 4.2.3

- ***Professional standards guide practice, interactions and relationships***
- ***Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships***
- ***Interactions convey mutual respect, equity and recognition of each other's strengths and skills***

Identified issue

- Reflecting on children's learning, is currently done by teacher only using input from AEWs, families and children gathered informally through conversations and feedback.
- Teachers and AEWs have no allocated jobs or roles in the preschool.

Standard/element 4.1.1

- ***Educator-to-child ratios and qualification requirements are maintained at all times.***

Identified issue

- 17 children on roll, without AEWs
- Adult:child ratio is 1adult to every 11 children and even less when there are children with special needs (we have 3)

Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

Standard 5.1	Respectful and equitable relationships are developed and maintained with each child.	
✓	Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
	<i>Element 5.1.2</i>	<i>Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.</i>
	<i>Element 5.1.3</i>	<i>Each child is supported to feel secure, confident and included.</i>
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
	<i>Element 5.2.1</i>	<i>Each child is supported to work with, learn from and help others through collaborative learning opportunities.</i>
	<i>Element 5.2.2</i>	<i>Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</i>
✓	Element 5.2.3	The dignity and the rights of every child are maintained at all times.



Quality Improvement Plan for QA5

Summary of strengths for QA5

Strengths	<ul style="list-style-type: none"> Relationships are a vital component of the success at Mimili Preschool. Mimili Preschool educators, children, families and community have respect for each other and the preschool. All children are respected, accepted and valued for themselves and their strengths. Children's strengths are promoted to support the preschool and each other. Educators and children interact with each other are kind and considerate majority of the time, and children are encouraged to support each other in remembering how to speak to each other at preschool, communicating when they don't like something so it doesn't escalate to a disagreement and allowing each other to make their own choices.
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Key improvements sought for QA5

Standard/element 5.1.2 5.1.3 5.2.1 5.2.2	<ul style="list-style-type: none"> <i>Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.</i> <i>Each child is supported to feel secure, confident and included</i> <i>Each child is supported to work with, learn from and help others through collaborative learning opportunities.</i> <i>Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts</i>
Identified issue	Children are currently scared of other children, not able to access all areas of curriculum and have low levels of involvement in learning due to fear of being hurt or teased



Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

Standard 6.1	Respectful supportive relationships are developed and maintained.	
	<i>Element 6.1.1</i>	<i>There is an effective enrolment and orientation process for families.</i>
	<i>Element 6.1.2</i>	<i>Families have opportunities to be involved in the service and contribute to service decisions.</i>
	<i>Element 6.1.3</i>	<i>Current information about the service is available to families</i>
Standard 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.	
	<i>Element 6.2.1</i>	<i>The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.</i>
	<i>Element 6.2.2</i>	<i>Current information is available to families about community services and resources to support parenting and family wellbeing.</i>
Standard 6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.	
✓	Element 6.3.1	Links with relevant community and support agencies are established and maintained.
✓	Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	<i>Element 6.3.3</i>	<i>Access to inclusion and support assistance is facilitated.</i>
✓	Element 6.3.4	The service builds relationships and engages with their local community.



Quality Improvement Plan for QA6

Summary of strengths for QA6

Strengths	<ul style="list-style-type: none"> The early years coordinator works closely with government and non-government agencies to promote the health and wellbeing of all children. The Cafhs nurse, Early Years Coordinator, Anangu Coorsinator and Youth Worker work together to run men's groups which support mens understanding of child development and parenting. Links are maintained with speech pathologists, behaviour specialists and CAMHS to provide the best outcomes for children who may need extra support to access the curriculum and reach their learning potential. The preschool organises bush trips at least once/term and this involves preschool and playgroup families and community. It allows conversations with many people within the community and promotion of goals for the preschool and individual children. Roles and responsibilities are clear at preschool and continue to change to support the changing cohort of children as new children arrive and more responsibility is placed on children to control their environment and to strive to achieve in their learning.
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Key improvements sought for QA6

Standard/element 6.1.1, 6.1.3	<ul style="list-style-type: none"> <i>There is an effective enrolment and orientation process for families</i> <i>Current information about the service is available to families</i> 		
	<table border="1"> <tr> <td style="background-color: #e1f5fe;">Identified issue</td> <td>Enrolment and orientation kit in process of being developed, not yet usable. Current information is verbally shared or in English</td> </tr> </table>	Identified issue	Enrolment and orientation kit in process of being developed, not yet usable. Current information is verbally shared or in English
Identified issue	Enrolment and orientation kit in process of being developed, not yet usable. Current information is verbally shared or in English		
Standard/element 6.1.2, 6.2.1	<ul style="list-style-type: none"> <i>Families have opportunities to be involved in the service and contribute to service decisions</i> <i>The expertise of families is recognised and they share in decision making about their child's learning and wellbeing</i> 		
	<table border="1"> <tr> <td style="background-color: #e1f5fe;">Identified issue</td> <td> <ul style="list-style-type: none"> Reflecting on children's learning, is currently done by teacher only using input from AEWs, families and children gathered informally through conversations and feedback. </td> </tr> </table>	Identified issue	<ul style="list-style-type: none"> Reflecting on children's learning, is currently done by teacher only using input from AEWs, families and children gathered informally through conversations and feedback.
Identified issue	<ul style="list-style-type: none"> Reflecting on children's learning, is currently done by teacher only using input from AEWs, families and children gathered informally through conversations and feedback. 		
Standard/element 6.2.2, 6.3.3	<ul style="list-style-type: none"> <i>Current information is available to families about community services and resources to support parenting and family wellbeing</i> <i>Access to inclusion and support assistance is facilitated</i> 		
	<table border="1"> <tr> <td style="background-color: #e1f5fe;">Identified issue</td> <td>Children with special needs are supported within the preschool program Children are not always referred to support services.</td> </tr> </table>	Identified issue	Children with special needs are supported within the preschool program Children are not always referred to support services.
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Quality Area 7: Leadership and service management

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, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

Quality Area 7: Standards and elements

Standard 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	
✓	Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
	<i>Element 7.1.2</i>	<i>The induction of educators, co-ordinators and staff members is comprehensive.</i>
✓	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
✓	Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
✓	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
Standard 7.2	There is a commitment to continuous improvement.	
✓	Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.
	<i>Element 7.2.2</i>	<i>The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.</i>
✓	Element 7.2.3	An effective self-assessment and quality improvement process is in place.
Standard 7.3	Administrative systems enable the effective management of a quality service.	
	<i>Element 7.3.1</i>	<i>Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.</i>
✓	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
✓	Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.

✓	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
	<i>Element 7.3.5</i>	<i>Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.</i>

Quality Improvement Plan for QA7

Summary of Strengths

Strengths	<ul style="list-style-type: none"> ○ Mimili Anangu Preschool is exceeding in National Quality Standards Assessment. ○ Relationships between staff in the preschool are prioritised and this promotes a team of workers who value their role in the preschool and are keen to continue to support learning for pre-schoolers. ○ The teacher is an Early Years trained educator with 9 years' experience teaching children in preschools and schools, AEWs working in the preschool are currently working towards their certificate 3 in Children's Services. ○ A statement of philosophy has been developed in consultation with community and is awaiting approval from governing council. ○ Early Years has a place in the School Site Improvement plan and uses the QIP achieve continuous improvement ○ Parents take responsibility for signing children in and out of the service and support new parents and visitors to understand routines at preschool. ○ Grievance and complaints are dealt with as soon as practicable and with the person/s concerned. Understanding has been shared and changes made accordingly. At no point have disputes not been able to be worked out, and need to go to the Principal.
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Key improvements sought for QA7

Standard/element [7.1.2]	<ul style="list-style-type: none"> ● <i>The induction of educators, co-ordinators and staff members is comprehensive</i>
Identified issue	No induction process for staff
Standard/element [7.2.2]	<ul style="list-style-type: none"> ● <i>The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement</i>
Identified issue	AEWs have no written performance development plans in place
Standard/element [7.3.1] [7.3.5]	<ul style="list-style-type: none"> ● <i>Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements</i> ● <i>Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly</i>
Identified issue	No confidential record keeping system available Some policies and procedures completed and filed in NQS folders