

Amata Anangu School



*Amata Anangu Early Years (Playgroup, Preschool &
Junior Primary)*

Quality Improvement Plan 2015

(Created: Term 1 2015)



Service details

Service name	Service approval number
Amata Anangu Early Years (Playgroup & Preschool)	Service Approval Number SE-00010127
Primary contact at service	
Principal: Greg Wirth Early Years Coordinator: Tarsha Howard	
Physical location of service	Physical location contact details
Amata Community SA Postcode: 0872	Telephone: (08) 89562922 Mobile: no coverage Fax: 08 8956 7554
Approved Provider	Nominated Supervisor
Approved Provider Department for Education and Child Development Primary Contact: Trish Strachan Telephone: 08 8226 3463 Mobile: 0437 719 134 Fax: N/A E-mail: trish.strachan2@sa.gov.au	Name: Tarsha Howard Telephone: (08) 89562922 Mobile: No Coverage Fax: 08 8956 7554 Email: Tarsha.Howard263@schools.sa.edu.au
Postal address (if different to physical location of service)	

PMB 113 Amata, via Alice Springs

State/territory: SA

Postcode: 0872

Operating hours

Playgroup	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	9.00 AM	9.00 AM	9.00 AM	9.00 AM	9.00 AM	N/A	N/A
Closing time	12.00 PM	12.00 PM	12.00 PM	12.00 PM	12.00 PM	N/A	N/A

Preschool	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8.45 AM	8.45 AM	8.45 AM	8.45 AM	N/A	N/A	N/A
Closing time	12.45 PM	12.45 PM	12.45 PM	12.45 PM	N/A	N/A	N/A

Additional information about your service

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

Provide additional information about your service:

- As our Preschool is school-based, we follow the schools pupil free days and term start/ end dates. At Amata Preschool, the terms start 2 days later than the official DECD dates and finish 2 days earlier than the DECD dates.
- The Preschool is in a remote Anangu Community and sometimes the school/preschool will close unexpectedly due to community funerals, cultural events etc
- There is no accommodation in Amata Community, the Regulatory Authority would need to organise accommodation with one of the teachers and also apply for a permit to enter the APY Lands

How are the children grouped at your service?

- All the Preschool children aged between 3-5 years of age are grouped together in the one preschool building located within the school

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

- Nominated Supervisor: Tarsha Howard (Birth- Year 2 Coordinator)

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: N/A

Amata Anangu Early Years- Statement of Philosophy

Our Children

Our Anangu children learn from when they are babies; growing up together with their families loving and caring for them. They learn happily and best when they are close to family. The children are proud when their families praise them for their efforts. They are willing to try new things and learn happily when it is this way (PYEC Philosophy for Early Childhood Education, Development & Care 2012)

Our Vision

Our vision is to create a learning environment which values equity and diversity, effectively engages the children and families of Amata community and provides high quality education that provides children with the best start in life.

Our Purpose

Our purpose is to value and foster each child's sense of belonging, to provide spaces for them to be explorers and investigators to develop a passion for learning, to nurture a positive sense of self and wellbeing, and to widen their beliefs about who they are becoming as individuals

Our Principles

Children are capable and competent

We acknowledge families play a vital role in their child's growth and development: they are the first teachers

Strong relationships with educators and hands on exploration in a play-based environment, best facilitate children's learning

Our Approach

To acknowledge the individual strengths of children, to have high expectations of what each and every child can do, and support them to achieve success

Create an engaging learning environment which builds children's dispositions for lifelong learning, such as confidence, persistence & resilience

Our Strategic Direction

Engage families and the community with the learning environments and curriculum development

Develop a supportive and engaging outdoor and indoor learning environment that is the 'third teacher' in our children's learning

Draw on Early Years Learning Framework and National Quality Standard to inform best practice and pedagogy.

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	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
	Element 1.1.4	The documentation about each child's program and progress is available to families.
	Element 1.1.5	Every child is supported to participate in the program.
	Element 1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.
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	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

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

Standard/element	National Law (section) and National Regulations (regulation)	
1.1	section 168	Offence relating to required programs
1.1	section 323	Approved learning framework
1.1	regulation 73	Educational programs
1.1	regulation 75	Information about the educational program to be kept available
1.1	regulation 76	Information about educational program to be given to parents
1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program

Quality Improvement Plan for QA1

Summary of strengths for QA1

Strengths	<p>Preschool: The Early Years Learning Framework and priorities of Amata Anangu community are the basis for our preschool program. Our planning occurs in formal and informal ways. Formally, a termly overview (statement of intent), derived from the children's current interests and educators observations is developed using the Framework to identify outcomes and strategies that our team of educators will support children toward achieving. A major focus of our planning is the inclusion of child initiated learning. Informal planning occurs by educators following and developing the children's spontaneous interests and ideas. Amata Anangu Preschool provides a learning environment tailored to encourage children to make their own choices and to have input into their learning experiences at Preschool.</p> <p>Playgroup: The Remote Indigenous Early Years Learning Framework is the basis for the Playgroup program. The priorities of Amata Anangu community are incorporated into the program wherever possible. Amata Anangu Playgroup provides a learning environment tailored to encourage quality interactions between children and their caregivers. The Playgroup program is designed to cater for the learning and developmental needs of both children and their caregivers. This is achieved by interagency collaboration with CaFHS.</p>
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Key improvements sought for QA1

1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, and confidence as learners and effectiveness as communicators.	
	Identified issue Preschool	The RIPD EYLF has been introduced into Preschool and the AEW is in the beginning stages of engaging with this framework. The Preschool needs to incorporate the Framework into the daily running of the centre wherever possible for the specific goal of supporting the AEW with further developing their confidence and knowledge of the framework.
	Identified issue Playgroup	The RIPD EYLF has been introduced into the Playgroup to support families in understanding what outcomes we are working towards for children but this needs to become embedded and visible in our daily practice and used with families.
1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	
	Identified issue Preschool Playgroup	Preschool and playgroup are still trialling multiple different ways of documenting learning, to make it visible in a way that is appropriate to share with children and families

Improvement Plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	Steps, actions and strategies, how will we get there?	Success measure How will we know?	Responsibilities By when and who?	Progress notes
1.1.1 Preschool	<p>To make the Early Years Learning Framework accessible to Anangu staff to deepen their understanding of the outcomes we are working towards in preschool for the children.</p> <p>(The English version is far too complex for Anangu Workers to read and understand)</p>	H	<p>Support AEW's through modelling good practice and the discussions of how it supports children's learning.</p> <p>Support from Aboriginal District Staff for AEW's to become familiar with the EYLF and its pedagogy.</p> <p>Support from the school and Aboriginal District Staff in Certificate 3 in Children's Services.</p> <p>Preschool teacher to communicate with AEW's TAFE Educator (Sue Wilson) to make links between the preschool program, the AEW's learning and EYLF</p>	<p>AEWs will successfully be able to articulate what we plan in the preschool and why eg: noticing and naming children's learning and development (on a very basic level) in reflection of EYLF</p> <p>Evidence of this will be demonstrated through photographs, video recording and simple learning stories completed by AEWs</p> <p>AEWs Line Management meetings with Tarsha Howard will show evidence of improvement</p>	<p>Who? Tarsha Howard (preschool teacher) to support the AEWs in achieving these goals with use of the Remote Indigenous EYLF package</p> <p>Sue Wilson (TAFESA Coordinator) and Ann Marquard (Early Years Principal Manager) to facilitate TAFE sessions with the AEWs working towards their cert III</p> <p>By When?</p> <p><i>Significant Improvement to be documented by the end of 2014</i></p> <p><i>*new date: end of 2015</i></p>	<p>2013 Progress Term 1, Week 2: Preschool Teacher and AEW had 3 afternoon meetings to brainstorm ideas for Term 1 planning together with use of the EYLF.</p> <p>2013, Term 2, week 2 notification: Funding has been allocated by DECD Central Office for EYLF to be translated into basic English and in Pitjantjatjara for AEW's.</p> <p>Term 3 plans: Universal Access Support funding for preschool teacher and AEW's to observe and discuss quality practice at Alberton Preschool for one week. It is important for AEWs to have the opportunity of observing elements of the EYLF in action.</p> <p>2013: Daily/ Weekly conversations and reflections facilitated by the preschool teacher with the AEW to reflect on one event of learning each day. Pedagogical conversations are often had as we work in partnership together.</p> <p>2014 Progress Term 1: A copy of the Remote Indigenous EYLF kit has been obtained by Tarsha. AEWs have been shown the kit and weekly meetings have been planned to commence late term1/ start of term 2 to up skill the AEWs with their knowledge and understanding of the EYLF Term 3- AEWs attended a 3 day intensive workshop to develop a deeper understanding of the RIPD-EYLF</p> <ul style="list-style-type: none"> - EY Coordinator has been trained in cert 4 Training and Assessment to help facilitate the TAFE training at a site level. <p>2015- This is still a very slow and ongoing process that has been delayed due to lack of AEW attendance</p>

<p>1.1.1 Playgroup</p>	<p>The RIPD EYLF to be used in the Playgroup to support families in understanding what outcomes we are working towards for children and for EYLF to become embedded and visible in daily practice with families.</p>	<p>H</p>	<p>For the 5 EYLF RIPD icons to be visible in the Playgroup for families. Playgroup teacher can refer to them when 'noticing and naming' moments in children's learning and development in the playgroup session.</p> <p>Playgroup teacher can associate the icons with the visual planning for the 'learning experiences' that are set-up each day.</p> <p>Run some 'chat sessions' around what each of the outcomes are, using the RIPD visuals to explain.</p> <p>Help mothers/ families to match the outcome to the photo when they are having 'learning journey/ scrapbook day' each week.</p>	<p>Playgroup families will begin taking over the noticing and naming of their own child's learning.</p> <p>Children's 'learning journeys' will have parents work, where they have identified the learning/ developmental achievement instead of the teacher.</p> <p>More language around child development and learning will be used by everyone in the Playgroup Centre</p>	<p>Learning Journey folders and scrapbooking by parents (with the focus on documenting learning) will be established by the Playgroup teacher (with support for the EY Coordinator) and happening as part of the weekly playgroup routine by the end of term 3 2015</p> <p>RIPD icons associated with the visual planner to be done by playgroup teacher and in use by end of term 2 2015</p>	<p>2015: Term 2 Conversations were had with EY Coordinator, Playgroup teacher and Early Years Principal Manager in regards to these plans. All were in agreement that it is important to get the families engaged with documenting the learning in the B-3 program.</p>
<p>1.2.1 Preschool Playgroup</p>	<p>Develop an effective strategy to document children's learning and to inform families and children in a culturally appropriate way.</p>	<p>H</p>	<p>Discussion and planning with Early years team to brainstorm ideas/ methods for documentation of learning.</p> <p>Purchasing Ipads as an efficient tool for documentation</p> <p>Planning T&D for use of Ipads, Learning Stories</p>	<p>The Preschool educators will be regularly and consistently documenting children's learning in a way that the children, family and community respond positively to.</p>	<p>Who? Tarsha to facilitate the trial period at the start of term 2 with the EY team</p> <p>By When? To have trialed and made a team decision based on feedback from families whether this method of</p>	<p>2013 Progress: Term 1: New graduate teacher starting this year, trying to locate the current policies, review them and trial them. *Band Level Meeting Term 1: 2013 -Assessment for Learning - Dropbox for sharing files across The Lands -Brainstormed ways to report on assessment and learning, that are high quality but achievable and relevant for our families in our context.</p>

<p>*Use of I pads to facilitate the development of Learning Stories <i>(This needs to be manageable for one the only qualified/teacher trained educator working in the preschool).</i></p>		<p>and learning dispositions for both the Preschool teacher and AEWs.</p> <p>Trial of producing learning stories as a staff team.</p> <p>Seek feedback from parents about their child's learning story.</p> <p>Embed this within our practice if this method of documentation is culturally appropriate and successful in our context.</p>		<p>documentation is successful. end of term 4 2014</p> <p>*New date: By the end of Term 2-2015 documentation will be happening in an efficient way.</p>	<p>2014 Progress Term 1: Tarsha sent email to Ann Marquard sharing her idea around using iPads in preschool for both AEWs and Teachers to document children's learning using a basic learning story app. Teachers would be expected to do learning stories for children and their families. AEWs could take responsibility and be supported to do a minimum of 2 learning stories a term.</p> <p>The reflection and T&D Week 11, Term 1 2014 has clarified that this could potentially be a successful and purposeful way of documenting learning. Term 2 will be the start of the trial period in the preschool.</p> <p>Term 2: iPads have been ordered for the preschool, covers need to be ordered and internet needs to be set-up.</p> <p>Term 3: I pads and 'eObservations app' are in trial stage.</p> <p>Term 4: Amata school ICT has been unreliable, printer not working and no internet access, limited opportunity to document learning</p> <p>2015 Progress Term 1 and 2 Amata School internet is still down in most of the school and printer access is limited. This has had a huge impact on the ability to document affectively. Due to the lack of ICT support and resources, teacher purchased a small photo printer so that photographs can be printed from the ipad and included in the child's folder/ learning journey with hand</p>
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						written stories to minimise the need to rely on ICT. Printer relies on wifi, so until the wifi is fixed in the school, this printing needs to happen at home or in the front office.
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Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

Standard 2.1	Each child's health is promoted.	
	Element 2.1.1	Each child's health needs are supported.
	Element 2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.
	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.
	Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	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.



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

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.3.1, 2.3.2	section 165	Offence to inadequately supervise children
2.3.2	section 167	Offence relating to protection of children from harm and hazards
2.1.3, 2.1.4, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.2.1	regulation 78	Food and beverages
2.2.1	regulation 79	Service providing food and beverages
2.2.1	regulation 80	Weekly menu
2.1.2	regulation 81	Sleep and rest
2.3.2	regulation 82	Tobacco, drug and alcohol free environment
2.3.2	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.3.4	regulation 84	Awareness of child protection law
2.1.4, 2.3.3, 2.3.4	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.4, 2.3.3, 2.3.4	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.4, 2.3.3, 2.3.4	regulation 87	Incident, injury, trauma and illness record
2.1.4	regulation 88	Infectious diseases
2.1.4	regulation 89	First aid kits



Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.4, 2.3.2	regulation 90	Medical conditions policy
2.1.1, 2.1.4, 2.3.2	regulation 91	Medical conditions policy to be provided to parents
2.1.1, 2.1.4	regulation 92	Medication record
2.1.1, 2.1.4	regulation 93	Administration of medication
2.1.1, 2.1.4	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.1, 2.1.4	regulation 95	Procedure for administration of medication
2.1.1, 2.1.4	regulation 96	Self-administration of medication
2.3.3	regulation 97	Emergency and evacuation procedures
2.3.3	regulation 98	Telephone or other communication equipment
2.3.2	regulation 99	Children leaving the education and care premises
2.3.1, 2.3.2	regulation 100	Risk assessment must be conducted before excursion
2.3.1, 2.3.2	regulation 101	Conduct of risk assessment for excursion
2.3.1, 2.3.2	regulation 102	Authorisation for excursions



	Related requirements	
2.3.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.1.1, 2.3.2, 2.3.3	regulation 161	Authorisations to be kept in enrolment record
2.1.1, 2.1.4, 2.3.2, 2.3.3	regulation 162	Health information to be kept in enrolment record
2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.3	regulation 168	Education and care service must have policies and procedures
2.1.3, 2.2.1, 2.3	regulation 168(2)(a)	Policies and procedures are required in relation to health and safety, including matters relating to: (i) nutrition, food and beverages, dietary requirements; and (ii) sun protection; and (iii) water safety, including safety during any water based activities; and (iv) the administration of first aid
2.1.4, 2.3.3	regulation 168(2)(b)	Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with regulation 85
2.1.4	regulation 168(2)(c)	Policies and procedures are required in relation to dealing with infectious diseases, including procedures complying with regulation 88
2.1.1, 2.3.3	regulation 168(2)(d)	Policies and procedures are required in relation to dealing with medical conditions in children, including the matters set out in regulation 90
2.3.3	regulation 168(2)(e)	Policies and procedures are required in relation to emergency and evacuation, including the matters set out in regulation 97
2.3.2	regulation 168(2)(g)	Policies and procedures are required in relation to excursions, including procedures complying with regulations 100 -102
2.3	regulation 168(2)(h)	Policies and procedures are required in relation to providing a child-safe environment

2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 177	Prescribed enrolment and other documents to be kept by approved provider: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92
2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92

Quality Improvement Plan for Q2

Summary of strengths for QA2

Strengths	<p>Preschool: At Amata Anangu Preschool, we have an open indoor environment which allows for easy supervision of children by the educators while they are engaging with children individually or in small groups. The indoor environment provides opportunities and space for quiet individual play as well as opportunity for children to interact in larger and more social situations. The indoor 'mat-time room' also provides areas where children can rest and still feel safe and secure. Educators are attuned to the needs of all children to ensure their safety and wellbeing. The outdoor learning environment provides opportunities for the development of both fine and gross motor skills along with 'safe risks' through use of the natural learning environment and the resources that are set-up for children on a daily basis. Hygiene and safety are included in the daily running of the preschool. Many families are aware of the importance of the morning hygiene routine when the children arrive at preschool, such as: eating breakfast, hand washing, toileting, teeth brushing, and blowing noses. Hygiene practices are consistently reinforced and promoted within the centre and with families along with strong support from the AEWs and visuals. Amata Preschool staff, with the support of School Leadership, are vigilant and pro-active in promoting children's health needs, including liaising and working with other government services to support the needs of the children. Food and drinks provided by the preschool are nutritious and appropriate for each child. Healthy eating is consistently and actively promoted and embedded in the everyday program. Information is displayed in both English and Pitjantjatjara for parents to find out more about nutrition for their child. Parents are advised of all accidents/illness as soon as possible and support is given to families to encourage them to take their child to the clinic.</p> <p>Playgroup: At Amata Anangu Playgroup we have a breakfast and snack-time program that provides nutritious and healthy foods for the birth-3 year olds. Once a week this will include a healthy cooking experience that is chosen by the caregivers at playgroup but facilitated by the Playgroup teacher. The cooking experience and snack preparation is always led by the caregivers whenever possible so they too are further developing their skills and knowledge of children's health and dietary needs. The CaFHS nurse and NPY Women's Council also plays an important role in this program by running workshops on child nutrition.</p>
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Key improvements sought for QA2

2.1.3	Effective hygiene practices are promoted and implemented	
	Identified issue Playgroup	There are minimal hygiene practices being promoted or implemented in the centre that are understood by all stakeholders
2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	
	Identified issue Playgroup	With birth-3 brain development being so vital, the Playgroup needs to work with Anangu families to provide healthy alternatives to the unhealthy store foods that are being consumed at Playgroup.
2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child	
	Identified issue Preschool	Taking into consideration the specific health needs of children that are enrolled in the Preschool, a more rigorous physical activity program needs to be implemented.

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	Steps, actions and strategies, how will we get there?	Success measure How will we know?	Responsibilities By when and who?	Progress notes
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<p>2.1.3 Playgroup</p>	<p>To develop, promote and implement hygiene practices with families in the playgroup centre that are understood by all stakeholders</p>	<p>H</p>	<p>Playgroup teacher to develop hygiene practices in partnership with our CaFHS nurse and implement these in the centre with families. To keep a folder of these hygiene procedures in an accessible location for all stakeholders to access as well as being visible to families in the centre.</p>	<p>Playgroup stakeholders, especially families will be following the hygiene practices and procedures in the centre. Keeping Healthy in Childcare and the NQS will be the reference point for guidance.</p>	<p>Playgroup teacher and CaFHS nurse by term 4 2015</p>	<p>Term 1 Temporary teacher that was employed in Playgroup for 5 weeks began implementing simple hygiene procedures and reorganised parts of the centre to support this Term 2 New Playgroup teacher and Early Years Coordinator had a meeting around implementation of hygiene practices and routines. Playgroup teacher has started trialling and implementing new practices and routines in conjunction with the CaFHS nurse.</p>
<p>2.2.1 Playgroup</p>	<p>The Playgroup to work closely with Anangu families to provide healthy alternatives to the unhealthy store foods that are being consumed at Playgroup.</p>	<p>M</p>	<p>Playgroup teacher to offer healthy alternative snack foods for children during the session. Playgroup teacher/ CaFHS nurse to talk with NPY Women's Council to develop a regular cooking/ nutrition program with mothers at Playgroup when they visit eg twice a term. Include Playgroup AEW in this process so they can take the lead in this.</p>	<p>Families will not bring junk foods to Playgroup as they will have a deeper understanding of nutrition and know that healthy snack foods are provided for children by the playgroup. At times, families will be using the kitchen facilities in the Playgroup to prepare healthy foods for the children.</p>	<p>Playgroup teacher, NPY Women's Council and CaFHS</p>	<p>Term 1 Playgroup teacher was cooking a healthy meal with families once a week in the centre to support knowledge and skills for families around healthy eating. Healthy snacks for children were offered on the other days. Term 2 Playgroup teacher and Early Years Coordinator had a conversation around banning junk-</p>

						foods in the playgroup centre to fit with the whole school policy of healthy foods at school. Playgroup teacher is going to trial cooking once a week with families and providing healthy snacks on the remaining days (AEWs to help with the preparation of this- eventually take on as their role)
2.2.2 Preschool	To develop and implement a more rigorous physical activity program that takes place outside of the Preschool grounds to provide more space for gross motor development.	M	Preschool teacher and AEW to plan and provide a physical activity program that includes gross motor activity outside of the Preschool yard as it is not big enough to cater for this kind of movement. Eg access to the school playground and basketball court.	Children will engage in more physical activity which will result in improved fitness and health.	Preschool teacher and AEWs starting term 1, 2015	<p>Term 1 Preschool teacher and AEW included a weekly visit to the basketball courts for bicycle riding in a large space to support gross motor skill development and large movements to keep active.</p> <p>Term 2 Preschool teacher/ AEW continued the bicycle program again and included ball sport activities on the court along with visits to the big school playground equipment.</p>

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.
	Element 3.1.3	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.
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.	
	Element 3.3.1	Sustainable practices are embedded in service operations.
	Element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

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

Standard/element	National Law (section) and National Regulations (regulation)	
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
3.2.2	regulation 105	Furniture, materials and equipment
3.1.1	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	regulation 109	Toilet and hygiene facilities
3.1.1	regulation 110	Ventilation and natural light
3.1.1	regulation 111	Administrative space
3.1.1	regulation 112	Nappy change facilities
3.2.1	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.3	regulation 115	Premises designed to facilitate supervision
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)
	Related requirements	

	Part 3 of the National Law: Service Approval	
	regulation 25	Additional information about proposed education and care service premises
	Regulations 41-45	Service waiver and temporary waiver

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths	<p>Preschool: Through Reggio Emilia and Kathy Walker inspiration, there are continual endeavours to use the environment as the third teacher. The preschool is well resourced for many different learning opportunities such as: literacy, numeracy, sensory, relaxation, dramatic play, construction, problem solving, and arts materials that are accessible to children all the time so they feel they can express themselves in multiple ways. The inside play area is equipped with appropriate furniture and resources that allow for the flexibility of different types of play to suit different learning styles of the children, so that every child can enter and participate in each learning experience regardless of age or ability. The learning environment is intentionally constructed, to minimize conflict and to support children's thinking, communication, social networking, and cognitive development through play-based learning.</p> <p>There are multiple windows which allow for natural light to be present in the centre. There is an area of the room that is permanently designated to some messy play experiences and art experiences such as painting and collage where the children have access to a variety of open ended materials. The preschool outdoor environment and easy access to the playgroup yard, provides a range of spaces for different activities. There is a variety of plants, trees, grass, red dirt and sand for the children to explore. The veranda and other shaded areas such as the sandpit and mud kitchen, provide opportunities for all year round activity. The permanent equipment/ outdoor resources are designed for Preschool aged children and to be inclusive of culturally appropriate play activities such as using story-wires to share stories in the dirt/sand.</p> <p>The outdoor yard has been undergoing a recent 'make-over' to incorporate the use of natural materials/ the natural environment in order to support the development of children's social skills and dispositions for learning. The makeover was designed with input from the teacher, AEWs and the children's interest of playing in the red sand area of the yard. The newest additions are a pebble lined creek with a wooden 'mud kitchen' and planter boxes to begin our journey of growing our own vegetables to model and involve children with sustainable practices within the outdoor environment. The preschool strives to provide inviting play spaces that adapt and change based on children's current interests and that encourage learning dispositions such as: curiosity, concentration, investigation and exploration.</p> <p>Playgroup: The design and location of the premises is appropriate for the operation of the service. The building is equipped with two main play-spaces to support the learning and development of the key age groups that attend Playgroup, Birth-1 and 2-3 year olds. There is a well organised and resourced kitchen space to support the cooking program and a bathroom/ toileting area that is designed for the key age groups. The bathroom has small toilets and sinks for the young children and a bathing/ nappy change area for the babies. The centre has two office spaces, one for CaFHS and one for the Early Years Coordinator and Playgroup teacher. A laundry and adult bathroom is also part of the playgroup building. The outdoor learning environment has been designed to be culturally appropriate and to support children's learning and development in the natural environment.</p>
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Key improvements sought for QA3

3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.	
	Identified issue Playgroup	Playgroup indoor learning space needs quality resources that are age appropriate for the children and support the FaFT games so that children and their families can access these and independently explore through play together.
3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose	
	Identified issue Preschool	The Preschool toilets have now been enclosed to become part of the main building but adjustments are still required to improve the quality of the toileting/bathroom area to best support children feeling confident when toilet training (3 year olds).
3.1.2	Premises, furniture and equipment are safe, clean and well maintained.	
	Identified issue Playgroup & Preschool	Early Years Educators in both Preschool and Playgroup are required to be the cleaners for both centres during their personal time. This is not manageable for staff workload in order to maintain the level of cleanliness that children and educators are entitled to.
	Identified issue Playgroup & Preschool	The Early Years outdoor yards in Playgroup, Preschool and Junior Primary need regular maintenance to ensure they are safe, working and appealing for children and staff.

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	Steps, actions and strategies, how will we get there?	Success measure How will we know?	Responsibilities By when and who?	Progress notes
3.2.1 Playgroup	To provide families and children with a Playgroup indoor learning space that is equipped with quality resources that are age appropriate for the children and support the facilitation of FaFT games so that children and their families can access these and independently explore through play together.	H	Purchasing of resources that are purposeful and appropriate for the different developmental stages of the children who attend playgroup. Develop a system to keep track of these resources and provide the opportunity for families to easily access these resources to use with FaFT game sheets. FaFT training to be an opportunity for playgroup educators.	We will see <i>families and children engaged in play together at our Playgroup</i> . This play will be initiated independently by families with their children as they will have access to quality resources that are age appropriate.	<i>Playgroup teacher to work on developing the FaFT games and child/parent interactions</i> <i>Achieved by end of term 4 2015</i>	Term 1- Discussions between CaFHS nurse, Early Years Coordinator and Playgroup teacher in regards to what resources we need for the centre. Term 2- CaFHS nurse did a kmart shop on behalf of the school for age appropriate resources for the playgroup. These resources will need to be monitored and maintained by the current Playgroup teacher.
3.1.1 Preschool	The Preschool toilets have now been enclosed to become part of the main building but adjustments are still required to improve the quality of the toileting/bathroom area to best support children feeling confident and safe when toilet training (mostly 3 year olds).	H	Figure out a way to provide adequate lighting in the Preschool toilets and hand washing area so children feel safe and confident to approach the space. Work towards sealing the enclosed area so that water, dirt, snakes and spiders are kept at a minimum level. Support AEWs to do some painting/ a mural on the toilet walls to make it more appealing and friendly for children.	We will have a safe and welcoming looking space that children will willingly attend the toilet independently. The toilet space will be cleaner in the hand washing area and the space will be well lit to develop a safe space.	<i>Principal and Preschool teacher to action the maintenance requests by the end of term 2 2015</i> <i>AEWs to paint the mural in toilets by the end of term 2</i>	Term 1- Preschool staff noticed that children are fearful of entering the toilet space and not feeling confident to access the bathrooms. A brainstorm session with children and staff resulted in changes that needed to be made. Term 2- Early Years Coordinator completed maintenance request for the lighting to be organised/ fixed in the bathroom/toilets. Planning with Early Years AEW and families will take place to plan the mural and order resources to commence in term 3. Flooring, roofing and sealing of

						the building has been left with the Principal to follow up with DECD (Darren Carter) Early Years Coordinator in the process of reviewing budgets to hire school handyman to alter the heights/ shorten the toilet doors
3.1.2 Preschool & Playgroup	To reduce the 'extra' work load on Early Years Educators in both Preschool and Playgroup by employing regular cleaners for both centres. This will ensure that children will be provided the level of cleanliness that they are entitled to.	M	Have discussions with Principal to show the extra workload this is creating during teacher's personal time. Early Years coordinator to encourage Principal to put plans in place ASAP	The Early Years Classrooms will be cleaned on a regular basis by a contract cleaner which will provide a clean and safe play-based working environment for children and educators	<i>Principal needs to action this ASAP and hopefully have sorted by start of term 3 2015</i>	Term 1 & 2- 2015 Principal has been working on sourcing the finance and staffing for a cleaning contract for the school. Lengthy discussions have taken place between the Principal and Early Years Coordinator in regards to the extra work-load this puts on Early Years staff within the school. Discussions have also taken place in regards to the level of cleanliness that staff and children are entitled to in the learning spaces.
Preschool Playgroup Junior Primary	To employ a grounds person to maintain the yards in Playgroup, Preschool and Junior Primary on a regular basis to ensure they are safe, working and appealing for children and staff.			The Early Years outdoor yards/ play spaces will have working resources and a neat, clean and tidy yard eg mowed lawn, tidy surface areas etc. This will reduce the risk of dangers such as snakes etc		

Improvement plan

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.	
	Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.	
	Element 4.2.1	Professional standards guide practice, interactions and relationships.
	Element 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.
	Element 4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

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

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulation 169	Offence relating to staffing arrangements
4.1	regulation 118	Educational leader
4.1	regulations 119–120	Age and supervision requirements
4.1	regulations 121–124	Minimum number of educators required

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulations 125–128	Educational qualifications for educators
4.1	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1	regulations 137–143	Approval and determination of qualifications
4.1	regulation 144	Family day care educator assistant
4.1	regulations 145–15	Staff and educator records—centre-based services
4.1	regulation 153	Register of family day care educators
4.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
	Related requirements	
4.1	section 161	Offence to operate education and care service without nominated supervisor
4.1	section 162	Offence to operate education and care service unless responsible person is present
4.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1	regulations 46–54	Supervisor certificates
4.2	regulation 55	Quality improvement plans
4.1	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.

Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths	<p>Preschool & Playgroup: The Amata Anangu Early Years staff have weekly team meetings in collaboration with the Playgroup, Preschool and Junior Primary team to address planning, discuss children's development, attendance strategies and areas of improvement.</p> <p>Training and professional development is accessed by both the teacher and the AEWs in order to build the capacity of staff. This has resulted in better outcomes for the children. Some training is done together and other times it is tailored specifically to the teacher or AEW but all staff may attend to support each other.</p> <p>Interactions between Piranpa and Anangu educators convey mutual respect, equity and recognition of each other's strengths and skills. This is evident in the day to day running of the Preschool as we acknowledge that Amata Anangu Early Years Centres can't provide a strong learning environment for the children without this working relationship so that children can develop the skills needed to be strong in both cultures.</p>
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Key improvements sought for QA4

4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.	
	Identified issue Preschool & Playgroup	Anangu Education Workers (AEWs) are still in the process of working towards completing their Certificate 3 in Children's Services/Early Childhood Education and Care.
	Identified issue Playgroup	Employment of a at least one Playgroup AEW needs to be prioritised in order to develop/ operate a Playgroup that supports and strengthens Anangu culture and to support CaFHS in visiting families that don't attend Playgroup.
4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.	
	Identified issue Preschool	Staffing back-up plan to be created for when the Preschool Teacher/AEW is ill or absent to ensure that two educators are present at all times for children and Preschool remains open for every session that is offered.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	Steps, actions and strategies, how will we get there?	Success measure How will we know?	Responsibilities By when and who?	Progress notes
4.1 Playgroup and Preschool	Cert 4 in training and assessment qualified Early Years Coordinator to continue to support Anangu Education Workers (AEWs) who are still in the process of working towards completing their Certificate 3 in Children's Services/Early Childhood Education and Care.	H	Current EY Coordinator has cert 4 in training and assessment to support AEWs in their cert 3 training... we will ensure that the next educator has the same qualifications to continue the support for the AEWs EY coordinator to support the AEWs every Tuesday afternoon with Centra Training or to lead session to work on the assessment tasks Continue to access the support from Sue Wilson and Ann Marquard in facilitating this process	AEWs will progress in their cert 3 and achieve more units of competency and eventually complete the course. AEWs will use this new knowledge / skills in their everyday practice in the Preschool/Playgroup.	Early Years Coordinator to continue this process/program with the Early Years AEWs Ongoing 2015	Term 1 Preschool AEW has been absent for large amounts of the term which has affected the attendance at the TAFE training sessions that are scheduled Term 2 Two new Early Years AEWs have been employed and enrolled in the TafeSA training with Sue Wilson (Week 6 term 2). We are hoping that in a group of 3, the AEWs will be more committed to their training as they will be able to work in a group. A second meeting may need to take place to discuss the legal requirements of the study to work in an Early Years setting.
4.1 Playgroup	Employment of a least one Playgroup AEW in order to develop/ operate a Playgroup that supports and strengthens Anangu	H	Meeting between Early Years Coordinator and School Principal to discuss what AEW staffing can be afforded for playgroup The Early Years Coordinator will need to	A suitable selection will be made for the Playgroup AEW role and the AEW will be actively working with the Playgroup teacher, children and their families. The Playgroup AEW will be	Early Years Coordinator and Principal to work together in employing a Playgroup AEW ASAP by the end of term 2-2015	Term 2 An appointment has been made and Playgroup now has an AEW working in the Playgroup starting from week 6 Term 2-2015. The AEW has been enrolled

	<p>culture and to support CaFHS in visiting families that don't attend Playgroup.</p>		<p>advertise the AEW job in community and support the interested applicants with criminal history screening and DECD Ancillary application. A culturally relevant interview process will need to take place for the position.</p>	<p>involved in the Cert III training program.</p>		<p>in the TAFE training and will be on a 5 week trial until the end of term</p>
<p>4.1.1 Preschool</p>	<p>Staffing back-up plan to be created for when the Preschool Teacher/AEW is ill or absent to ensure that two educators are present at all times for children and Preschool remains open for every session that is offered.</p>	<p>H</p>	<p>Map out the staffing requirements to make this happen Develop a school/preschool policy that clearly outlines the process and plan for when the Preschool teacher is absent Provide a copy of this policy for the preschool and school site. Review this policy annually.</p>	<p>Although the preschool is in a remote location where there is no access to TRTs, the Preschool will have access to a play-based program in the 'Playgroup' on the days that the teacher is absent. Correct educator to child ratios will be maintained at all times.</p>	<p><i>Coordinator to meet with Principal and other Early Years staff to develop a whole school policy by the end of Term 2- 2015</i></p>	<p>Term 2 An agreement has been made between the Early Years Coordinator and Principal in regards to what the policy will entail. This policy is already in action but hasn't been formally documented yet. The School SSO is studying her diploma in Early Childhood education and Care and has been employed to work in the Preschool for 2 hours a day to help children who require extra support.</p>



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.
	Element 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.
	Element 5.1.3	Each child is supported to feel secure, confident and included.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
	Element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
	Element 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.
	Element 5.2.3	The dignity and the rights of every child are maintained at all times.



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

Standard/element	National Law (section) and National Regulations (regulation)	
5.2	section 166	Offence to use inappropriate discipline
5.1, 5.2	regulation 155	Interactions with children
5.2	regulation 156	Relationships in groups
	Related requirements	
5.1, 5.2	regulation 73	Educational program
5.1, 5.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1, 5.2	regulation 162(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 QA5

Summary of strengths for QA5

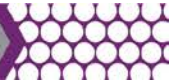
Strengths	<p>Preschool: At Amata Anangu Preschool, positive relationships with children are developed through skilled, knowledgeable educators who understand early childhood pedagogy in conjunction with passionate Anangu Education Workers who understand and have in-depth knowledge of Amata Community and the families. Within the Preschool there is a belief that each child has the right to develop their own identity and the educators develop strong relationships with the children in order for this to happen. Interactions with each and every child are warm, trusting and respectful. There is intentional support and collaboration between the Preschool and School for the transition of children starting school, to continue the sense of Belonging and confidence that children develop within the Preschool.</p> <p>Amata Anangu Preschool has a strong commitment to restorative practices. Children are encouraged to reflect on their actions and the effect that it has on others. As English is a foreign language in the preschool, the restorative practices are often used in a visual way and with the Piranpa teacher and AEW working very closely together.</p> <p>Living within the remote community, the Piranpa preschool staff utilize opportunities to greet and chat with parents and families outside of school hours around community, at the local store, on the street or at the clinic. This has created a comfortable opportunity for parents/ families and staff to have discussions about the children and their development, whilst building and strengthening positive relationships.</p>
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Playgroup: At Amata Anangu Playgroup, interactions with children and their families are warm, responsive and build trusting relationships between the families, community and educators. Staffing for the Playgroup is very unique as our Birth- 3 centre selects educators who are skilled in developing strong and genuine relationships with both the families and their children as they all work in partnership during the Playgroup session.

Key improvements sought for QA5

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.	
	Identified issue Playgroup	Playgroup is focused on improving relationships and interactions between the 0-3 year olds and their caregivers, in order to achieve this we need to provide experiences that support young children's learning and development. The teacher and AEW role is to support and facilitate interactions between child & caregiver in a play-based learning environment (the educators should only be facilitators). As of term 2 2015 this is a major priority as the Playgroup will have employed a new teacher to support the sessions.
5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
	Identified issue Preschool	The need for Amata Early Years staff to strengthen and improve quality verbal exchanges between child and educator to further strengthen children's relationships with Early Years Educators in preschool and with school transition being a priority.

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	Steps, actions and strategies, how will we get there?	Success measure How will we know?	Responsibilities By when and who?	Progress notes
5.1.2 Playgroup	For the new Playgroup teacher and AEW to work in partnership and develop a strong working relationship. For the teacher, AEW and CaFHS nurse to work together to reach out to the families who are not accessing the Playgroup service	H	Playgroup teacher and AEW to go for an observation visit to Ernabella together to discuss what changes they could make to the Amata Playgroup program to best meet the needs of children and families and increase attendance. The Early Years teachers to host an Early Years Educators 'dinner night' to strengthen the relationships within the Early Years Team (Anangu, Piranpa and other service providers such as CaFHS)	The Early Years Team (Playgroup- JP) will display strong personal relationships with each other which will in turn support their working relationships and ability to work in collaboration.	Early Years Coordinator Playgroup Teacher AJP1 Teacher AJP2 Teacher Early Years AEWs CaFHS nurse	Term 2 Early Years Teachers (B-2) have been participating in a 'Professional Learning Community' Meeting once a fortnight to ensure there is 'continuity of learning' across Early Years (see PLC scrapbook)
5.2 Preschool	For Amata Preschool staff to work together on evaluating the quality of our educator to child interactions and developing on the areas that need strengthening eg 'Quality verbal exchanges'3.3 using RRR Relationships Scale as the tool for evaluation and improvement	L	Early Years Staff meeting to do a mini self-evaluation to reflect on our relationships with children using the 'signals' from page 36 in the RRR guide. Decide if we need to gather data or not? Use the RRR to plan/ choose a certain goal for improvement and collaborate how we are going to work towards achieving this goal.	Have another Early Years staff meeting in approx 6-8 weeks after the first meeting to reflect on what has changed/ improved and/or collect data and make comparisons.	EY Coordinator: facilitate the EY staff meetings and support AEWs in the collaborative process. Significant Improvement and evidence by end of term 4 2014	Term 2 Thoughts around having the first discussion over the 'team building dinner'



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.	
	Element 6.1.1	There is an effective enrolment and orientation process for families.
	Element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
	Element 6.1.3	Current information about the service is available to families
Standard 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.	
	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
	Element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
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.
	Element 6.3.3	Access to inclusion and support assistance is facilitated.
	Element 6.3.4	The service builds relationships and engages with their local community.



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

Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 157	Access for parents
	Related requirements	
6.1, 6.2	section 172	Offence to fail to display prescribed information
6.1, 6.2, 6.3	section 175	Offence relating to requirement to keep enrolment and other documents
6.1, 6.2, 6.3	regulation 73	Educational programs
6.1, 6.2, 6.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1, 6.2, 6.3	regulation 75	Information about the educational program to be kept available
6.1, 6.2, 6.3	regulation 76	Information about educational program to be given to parents
6.1, 6.2, 6.3	regulation 80	Weekly menu
6., 6.2, 6.3	regulation 86	Notification to parents of incident, injury, trauma and illness
6.3	regulation 99	Children leaving the education and care service premises
6.3	regulation 102	Authorisation for excursions
6.1, 6.2, 6.3	regulation 111	Administrative space (centre-based services)
6.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation
6.1, 6.2, 6.3	regulation 171	Policies and procedures to be kept available

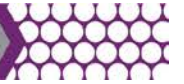


Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 172	Notification of change to policies or procedures
6.1, 6.2, 6.3	regulation 173	Prescribed information is to be displayed
6.1	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1, 6.2, 6.3	regulation 181	Confidentiality of records kept by approved provider
6.1, 6.2, 6.3	regulation 182	Confidentiality of records kept by family day care educator
6.1, 6.2, 6.3	regulation 183	Storage of records and other documents

Quality Improvement Plan for QA6

Summary of strengths for QA6

Strengths	<p>Preschool: Amata Anangu Preschool provides a welcoming environment that has been intentionally established to invite parents and extended family to share in the sense of belonging.</p> <p>There is continuous opportunity for three-way communication (between teacher, AEWs and families) which assists families to feel connected with their children's experience and helps them develop trust and confidence in the service, an example of this is the sharing of information between families and educators during the bus run for drop offs that is done by the Preschool Teacher and AEWs.</p> <p>The educational leader is continually working towards developing knowledge of the different cultural practices and skills for interacting across the cultures, being brought to the Preschool. The Early Years staff team work closely together to regularly offer 'Malu Wipu Picnic Day' where families are invited to come to Preschool for a session and share in a picnic together, this also involves the families and children from the Birth- 3 Playgroup.</p> <p>Families are informed of their children's learning by a large screen TV playing recent photographs of their children's learning. Children's work such as painting/drawings, photos and projects are displayed and often work/photos and newsletters are sent home with the children.</p> <p>Amata Preschool strives to connect the whole community within the preschool and share the children's achievements by being involved in school events when possible and by keeping the community notified through notices and posters at the community store.</p> <p>Playgroup: Amata Anangu Playgroup strives to provide opportunities for families to be involved in the service and contribute to service decisions. The Playgroup views families as first teachers and play a vital role in their child's growth and development. Playgroup is the foundation for family involvement in the school program, starting from birth right through to year 12. Families develop a positive relationship with the school which has a positive effect on future 'school' attendance.</p>
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Key improvements sought for QA6

6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities	
	Identified issue Preschool Junior Primary	The need for Preschool children to experience a positive transition to formal schooling. For Amata Anangu School's Junior Primary classes to be prepared to cater for 4 year olds due to single-intake and support the continuity of learning for the new foundation year children.
6.3.1	Links with relevant community and support agencies are established and maintained.	
	Identified issue Playgroup	How can we better coordinate the Early Years support services that are offered to children and families to develop a Playgroup program that is meaningful and caters for the needs of families and their children in Amata Anangu community?

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	Steps, actions and strategies, how will we get there?	Success measure How will we know?	Responsibilities By when and who?	Progress notes
6.3.2 Preschool Junior Primary	To develop a Preschool to Reception transition and policy that caters to the needs of children and their families in our unique context/school. For the Early Years Coordinator to support the JP classes with implementation of Early Childhood pedagogy in their programs and learning spaces.to support the continuity of learning for children	H	<p>Early Years Coordinator to facilitate this project with the Early Years Team</p> <p>Develop an Early Years PLC to look at this more deeply on a regular basis (Term 1: weekly, Term 2: fortnightly)</p> <p>EY coordinator to arrange site visits for JP teachers to see Kathy Walker learning in action in Adelaide</p> <p>EY coordinator to continue trial transition program that commenced in 2014 and regularly review the success of this program with Principal and Reception Teacher</p> <p>EY coordinator to develop the official transition policy and seek approval from principal.</p> <p>Induct new EY Coordinator into the program and how it is run.</p>	<p>By mid 2015 (end of term 3) there will be clear RRR data and anecdotal data on the success of the program. This will include feedback from families, children. AEWs and teachers.</p> <p>The current group of transition children will have a successful start to their schooling year as they will have already developed positive relationships with their new teacher/ AEW and their peers.</p> <p>The success of the program will be written up formally and shared with other Early Years Educators</p>	<p>2014- 2015 end of term 3</p> <p>Early Years Coordinator to take responsibility of leading the project with the EY staff team</p> <p>JP teacher to develop family induction to reception pack by week 8 Thursday</p>	<p>2014 Trial transition program began and was evaluated and adjusted to better suit needs of families and children.</p> <p>2015- Term 1 New Reception teacher was inducted into the Early Years transition program so the trial kept continuing JP teachers went to Adelaide to observe play-based learning in action Play-based learning environment changes happened across JP classes</p> <p>Term 2 Early Years PLC has been established and in early stages of deciding on vision, long term goals etc, breaking down Kathy Walker Learning. EY PLC has an adult like 'floor book' to jot down thoughts, brainstorm etc during PLC meetings, track progression and good way to induct new staff to our PLC</p>

<p>6.3.1 Playgroup</p>	<p>To better coordinate the Early Years support services that are offered to children and families to develop a Playgroup program that is meaningful and caters for the needs of families and their children in Amata Anangu community</p>	<p>M</p>	<p>Playgroup teacher to work closely with the CaFHS nurse, Relationships Australia, NPY Women’s council to coordinate services that tie with the Playgroup Program. By ensuring that these visits are meaningful and with purpose. Families will also feel more secure at the playgroup if they are aware of what services are visiting and when. *In the past theses services have shown up to the school and invited themselves into the Playgroup without any notice or signing in/ DCSI clearances etc. The school now has strict policies that these service providers adhere too but we need to bring it all together as on strong program for families accessing the playgroup</p>	<p>All service providers will have a strong working relationship with the school/ Playgroup. All the service providers will be aware of what goals we are working towards in the delivery of the playgroup program for Amata children and families.</p>	<p><i>Playgroup teacher to regularly collaborate with these service providers and develop the program</i></p> <p><i>Early Years coordinator to develop a template for service providers to complete for each term eg dates, program etc</i></p> <p><i>Principal to oversee and monitor who is visiting the school and if they have proper clearances etc.</i></p> <p><i>By the end of term 4 this will be a clear expectation and procedure for all service providers</i></p>	<p>Term 2 New Playgroup teacher has started building a relationship with the CaFHS nurse to develop a program that is suited to the needs of the families by working in collaboration together. The CaFHS nurse has been supporting the teacher with inducting her into the playgroup and working towards the goals that the EY coordinator, EY principal manager and CaFHS nurse have had discussions about in the past. Playgroup teacher and CaFHS nurse have brainstormed ideas around coordinating visits from other service providers to enrich</p>
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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.
	Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
	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.
	Element 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.
	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.	
	Element 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.
	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.
	Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

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

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.5	section 12	Applicant must be fit and proper person (provider approvals)
7.1.5	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.5	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.3.1	regulations 158-162	Attendance and enrolment records
7.1.5	regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
7.1.5	regulation 164	Requirement for notice of new persons at residence
7.3.1	regulation 167	Record of service's compliance
7.1.1, 7.3.1, 7.3.4, 7.3.5	regulations 168-172	Policies and procedures
7.3.1	regulations 173-176	Information and record-keeping requirements
7.3.1	Regulations 177-180	Prescribed records
7.1.1	regulations 181--184	Confidentiality and storage of records

	Related requirements	
7.1.5	regulation 14	Application for provider approval by individual
7.1.5	regulation 15	Application for provider approval by person other than an individual
7.1.5	regulation 16	Matters relating to criminal history
7.2.3	regulation 31	Condition on service approval - Quality improvement plan
7.1.5	regulation 46	Application for supervisor certificate
7.2.1, 7.2.3	regulations 55-56	Quality improvement plans

Quality Improvement Plan for QA7

Summary of Strengths

Strengths	<p>At Amata Preschool it is evident that there is a strong commitment to continuous improvement, which is reflected in the Early Years being a part of previous School Diaf Self- Review processes The Preschool team regularly use the RRR document to reflect on the site and make improvements to provide and deliver a high quality educational program for Anangu Children. This is two examples of the many ways that the Early Years Coordinator acts as an advocate for sharing Early Years perspectives across the school and Amata Community.</p> <p>Amata Preschool's Statement of Philosophy clearly reflects and guides all aspects of the services operation, with a clear focus on providing for the needs of Anangu Children in Amata Community.</p> <p>Amata Anangu School Principal is very supportive of the Early Years section of the school and is investing the funding to provide opportunities for Early Years hand-over opportunities for teachers and leaders due to the very unique nature of our context.</p>
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Key improvements sought for QA7

7.1.2 7.1.3	The induction of educators, co-ordinators and staff members is comprehensive. Every effort is made to promote continuity of educators and co-ordinators at the service.		
	<table border="1"> <tr> <td data-bbox="349 312 586 507">Identified issue Preschool Playgroup Junior Primary</td> <td data-bbox="586 312 2136 507">The current Preschool teacher/ Early Years Coordinator (Birth – Year 2) that has been in these roles since 2013 will be moving on and the school will need to employ a person to fill this role. Induction is very complex and will need to be very comprehensive</td> </tr> </table>	Identified issue Preschool Playgroup Junior Primary	The current Preschool teacher/ Early Years Coordinator (Birth – Year 2) that has been in these roles since 2013 will be moving on and the school will need to employ a person to fill this role. Induction is very complex and will need to be very comprehensive
Identified issue Preschool Playgroup Junior Primary	The current Preschool teacher/ Early Years Coordinator (Birth – Year 2) that has been in these roles since 2013 will be moving on and the school will need to employ a person to fill this role. Induction is very complex and will need to be very comprehensive		
7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly		
	<table border="1"> <tr> <td data-bbox="349 590 586 678">Identified issue Playgroup</td> <td data-bbox="586 590 2136 678">There are no documented policies and procedures for playgroup that are specific and relevant to the Playgroup.</td> </tr> </table>	Identified issue Playgroup	There are no documented policies and procedures for playgroup that are specific and relevant to the Playgroup.
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Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	Steps, actions and strategies, how will we get there?	Success measure How will we know?	Responsibilities By when and who?	Progress notes
<p>7.1.2</p> <p>7.1.3</p> <p>Playgroup Preschool Junior Primary</p>	<p>The current EY Coordinator is leaving at the end of term 3. We need to comprehensively induct the new Preschool teacher/ EY coordinator into the EY Coordinator role to ensure the smooth transition/hand over of educators to ensure the children and families are impacted by this change in a positive way.</p>	H	<p>Employment of the new EY Coordinator 1 term early so that there is an overlap of a term between coordinators for a comprehensive hand-over.</p> <p>Current EY coordinator to develop a detailed plan of what needs to be covered in the term 3 hand-over process e.g. leadership responsibilities for Playgroup, Preschool and Junior Primary</p>	<p>By term 4 2015 (after the EY Coordinator leaves) the new EY coordinator will be confident and well informed when starting the role independently.</p> <p>The children, families and AEWs will feel comfortable with the transition of teachers.</p>	<p>Principal to employ Preschool teacher for term 3 and advertise for an EY coordinator position in term 3 for term 4. During term 3 or 4 2015, advertise for a 2016 EY coordinator. Discussions will need to be had with PAC</p> <p>Early Years Coordinator to develop an induction plan for the term 3 handover by end of term 2 holidays.</p>	<p>Brenda Murray has been employed to cover current EY Coordinators study leave. Brenda has a 2 week visit to Amata in the Preschool, was invited to the Alice Springs Anangu Lands conference and attended. Brenda and the current EY Coordinator communicate on a regular basis and attend PD together. Term 3 Brenda and Tarsha will be working together</p>
<p>7.3.5</p> <p>Playgroup</p>	<p>To develop and implement a policy development/ review routine so that all policies are managed and updated as quickly and efficiently as possible</p>	L	<p>Develop and plan a schedule to review and update policies, where the workload will still be manageable (as our context requires extra policies to be reviewed/ rewritten). E.g. one policy a month</p> <p>In reflection of the schools Induction process, create a 'sub- induction folder' that is specific to the playgroup.</p> <p>Reflect on the schools</p>	<p>Amata Anangu Playgroup will have a completed policy folder where most policies have been developed reviewed and will continue to be reviewed annually.</p> <p>These policies will reflect the every-day practice of the playgroup.</p>	<p>For all policies to be reviewed and written in collaboration by Playgroup teacher and EY Coordinator and approved by school Principal</p> <p>Bulk of policies developed By end of term 2 2016</p>	

		<p>processes, and the EY Coordinator to then form the preschool induction booklet and give it to the school site leader to review.</p> <p>Keep the folder in a place that is easily accessible so it can be shared with visitors who come to Amata Playgroup.</p> <p>This folder will then be used by the EY Coordinator to facilitate the induction process of new staff/visitors.</p>			
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