

Amata Anangu School



*Amata Anangu Preschool
Quality Improvement Plan 2014
(Reviewed: Term 3 2014)*



Service details

Service name	Service approval number
Amata Anangu Preschool	Service Approval Number SE-00010127
Primary contact at service	
Principal: Greg Wirth	
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: Greg Wirth Telephone: (08) 89562922 Mobile: No Coverage Fax: 08 8956 7554
Postal address (if different to physical location of service)	
PMB 113 Amata, via Alice Springs State/territory: SA Postcode: 0872	

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided.

For centre-based services, this does not include non-contact hours for staff. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

For family day care services or multi-site services, please provide the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	9.00 AM	9.00 AM	9.00 AM	9.00 AM	N/A	N/A	N/A
Closing time	1.00 PM	1.00 PM	1.00 PM	1.00 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 Aboriginal Community and sometimes the school/preschool will close unexpectedly due to community funerals 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 3-6 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- 5 years 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 Preschool- 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

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.

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	The EYLF is not yet accessible to the new AEW's through lack of exposure to it. The EYLF presents difficulty in reading and understanding the concepts of the pedagogy by Anangu educators.
1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
	Identified issue	Lack of consistent collaborative planning time with whole staff including Anangu Education Workers
1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	
	Identified issue	No effective strategy to document children's learning and to informing families and children in a culturally appropriate way
1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	
	Identified issue	Lacking use of Respect, Reflect, Relate as reflective tool in the preschool and lack of supporting AEW's in the use of the RRR as an observation/ reflection tool as a whole staff.

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	<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>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>
1.2	<p>To initiate regular collaborative</p>	M	<p>Regular planning times to facilitate teacher and AEW working together.</p>	<p>Evidence of minutes for weekly meetings/ planning time.</p>	<p>Who?</p> <p>Tarsha to run Early Years weekly</p>	<p>2013 Progress</p> <p>2013 Term 3: preschool ran a 'Family Day' Josephine worked with children and families to cook roo tail and damper at the preschool in a fire</p>

	<p>planning time with whole staff including AEWs where we can work together to work towards encouraging more family engagement in the preschool to develop a stronger sense of belonging.</p>		<p>Preschool teacher to be open to gaining a deeper understanding of the children through a different cultural perspective.</p> <p>The preschool teacher to regularly participate in community activities</p> <p>Dropping children home on the school bus and using this opportunity to collaborate with families about their child as an individual</p>	<p>Photographs and evidence of family/ community events at school/preschool eg excursions, bush trips, cultural/family days, where teacher and AEW have spent time with children and their families, this will reflect a deeper knowledge of each child, to better plan for their development.</p> <p>Other educators will be able to observe the close relationships between the educators and the children.</p>	<p>meetings and take minutes.</p> <p>AEWs: Josephine and Yvonne to plan a Bush Trip/ Cultural Day for Term 1 or 2: 2014</p> <p>By When?</p> <p><i>To be reviewed and progress notes written each term starting with end of term 1 2014</i></p>	<p>pit. This opportunity will be used to sit with families and get to know more about their child.</p> <p>2014 Progress Term 1: AEWs and Teacher have a scheduled weekly lunch and meeting time together on Friday afternoons to discuss planning for Early Years together and to explore elements from the Remote Indigenous EYLF kit</p> <p>Term 3: AEWs are aware of the expectation of weekly meetings and value them as important. We have started viewing videos of good practice and reflecting on how it relates to our context.</p>
1.2.1	<p>Develop an effective strategy to document children's learning and to inform families and children in a culturally appropriate way.</p> <p>*Use of Ipads to facilitate the development of Learning Stories <i>(This needs to be manageable for one the only</i></p>	H	<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 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>The Preschool educators will be regularly and consistently documenting children's learning in a way that the children, family and community respond positively too.</p>	<p>Who?</p> <p>Tarsha to facilitate the trial period at the start of term 2 with the EY team</p> <p>By When?</p> <p>To have trialed and made a team decision based on feedback from families whether this method of documentation is successful.</p> <p><i>end of term 4 2014</i></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>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</p>

	<i>qualified/teacher trained educator working in the preschool).</i>		Embed this within our practice if this method of documentation is culturally appropriate and successful in our context.			learning stories a term. 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. Term 2: iPads have been ordered for the preschool, covers need to be ordered and internet needs to be set-up. Term 3: Ipads and 'eObservations app' are in trial stage.
1.2.3	To regularly use DECD's Respect, Reflect, Relate as reflective tool for improving educational outcomes for children. Better support in place for the AEW's to be involved with the reflection process	M	Continue to engage in fortnightly polycoms with David Coulter RRR Identify areas of need/ improvement and if possible, use RRR to reflect and plan how to make positive change Term 2: Area to focus on Relationships/ verbal interactions Gather footage and observations of each other (educators) reflect on where we are out and how we can improve with use of RRR	Evidence such as observation tool data, reflective notes, EY team meeting minute reflections, will be accessible to demonstrate how the preschool uses RRR as a reflective tool in the continual cycle of improvement	Evidence is already present from 2013 <i>New evidence to be recorded by end of 2014</i> <i>Tarsha to facilitate this and share with others eg: Amata School staff, Diaf?, EY polycoms</i>	2013 Progress Term 1, Week 3: New graduate teacher has had a small amount of experience using Respect, Reflect, Relate and is intending to use it as a tool to reflect on the preschool now to support further planning for the term. AEW has been absent from work, so this will become a priority once they return. 2013- Term 1: Respect, Reflect, Relate, Involvement Scale was used to assess children's involvement levels in the preschool learning environment, Preschool scored just over 3.5 (which is the minimum score acceptable- Teacher to focus on improving the physical learning environment and focus on children's interests to improve by end of Term 2 2013. (AEW has been absent for some time so teacher had to proceed without AEW) Term 2: Respect, Reflect and Relate- Involvement Data has been collected with the preschool scoring an overall mean score of 4.06. Compared to term 1 data, an improvement of 0.56. Which demonstrated the involvement levels moving from 'more or less maintained activity' to 'activity with intense moments' Term 3: Teacher and AEW's went for a one week observation at Alberton Preschool in Adelaide. Two of those days were spent with David Coulter guiding and supporting the teacher and AEW's in reflection on the active learning environment at Alberton and setting some small achievable goals for the AEW's to achieve in term 4 at Amata Preschool/Playgroup.

						2014- no formal data recorded or collated yet. RRR has just been used informally as a reflection tool by the EY Coordinator
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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>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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>
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Key improvements sought for QA2



2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	Identified issue Educators need to provide more support and awareness for families of the healthy eating program/ nutritious foods that are provided by the Preschool.
2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	Identified issue There is no sun safety policy and/or procedures in place to ensure the safety of the preschool children from the sun.
2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
	Identified issue The current plans in place for emergencies need to be more regularly practiced and implemented with the children and staff members working in the preschool.



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
2.2.1	<p>For educators to create stronger awareness of the healthy eating policy that exists within the preschool. All food and drink is provided by the preschool and foods that are high in sugar and fat are not to be consumed at preschool (if possible) but they can be put aside for the children to take home.</p> <p>For the Preschool to educate parents and the community about Mai Kura & Mai Wiru. This will prevent unhealthy foods being passed to children through the fence at playtime.</p>	M	<p>Provide visual information handouts to families to show healthy VS unhealthy foods and the importance of young children eating healthy foods on a daily basis. Display these at the store.</p> <p>Intentional teaching in the preschool to take place so that the children develop an understanding of healthy foods.</p> <p>Family Preschool Picnic Days to model healthy foods.</p>	Children will no longer bring unhealthy foods to preschool and families will not pass unhealthy foods to children through the fence during outdoor playtime	<p>Educational Leader to plan for Healthy VS Unhealthy foods to be taught within the curriculum</p> <p>AEWs to help promote healthy eating in the Preschool by using Pitjantjatjara to communicate with families.</p> <p>Significant Improvement by end of Term 3</p>	<p>2013 Progress: Display board in the preschool about nutrition in both English and Pitjantjatjara. The decision was made to cook and provide healthy lunches for the preschool children, in addition to the already existing breakfast and fruit time, in order to model what healthy eating looks like.</p> <p>2014 Progress: Daily conversations in both English and Pitjantjatjara have been taking place at mealtimes about what foods we are eating and how it helps our bodies grow big and strong. Children are now showing an understanding about junk foods and are usually happy to give them to an educator to take home and not consume at Preschool.</p>
2.3.2	For the Preschool Staff to work together to educate children and families about sun safety.	M	<p>Early Years Staff meeting to take place about Sun Safety and share ideas of what actions need to be taken within the Preschool e.g. hats, sunscreen and educating families. Once these decisions are</p>	Preschool children will start to independently make the choice to wear hats when outdoors and will be able to explain in Pitjantjatjara or English WHY they need/want to wear their hat.	Educational Leader to plan for mat times to educate children about sun safety. AEWs to team teach in delivering this message to	2014 Progress: Change of timetable to suit weather / sun safety/ avoid the extreme heat during summer period/

			<p>made, we will work towards embedding them within our daily practice.</p> <p>Intentional teaching to take place so that the children develop an understanding of why it is important to protect our bodies from the sun.</p>	<p>Families/community will have more knowledge about sun safety and will hopefully be encouraging their child to put their hat on before sending them outside to play when they arrive in the mornings during our summer program.</p>	<p>the children</p> <p><i>By the end of Term 3</i></p>	<p>Introduced hats that the children personalised with POSCA textas to develop a sense of ownership. Each child's hat is labelled with their name.</p> <p>Children participate in the application of sunscreen during morning mat-time prior to going outside.</p>
2.3.3	<p>The current fire-drill and lock down plans for emergencies need to be more regularly practiced and implemented with the children and staff members working in the preschool in order to familiarise with the different sounding sirens and what procedure takes place.</p>		<p>For the Early Years Coordinator to meet with the school leadership team to plan for a minimum of 2 emergency procedure practices for the whole school each term.</p> <p>Teacher and AEWs to work closely together to explain and demonstrate to children what to do when they hear that particular siren.</p>	<p>Preschool children will respond appropriately to the different sirens with support of the teachers and AEWs</p> <p>Children will successfully practice during the whole school practices each term.</p>	<p>Early Years Coordinator to meet with leadership team week 2, term 2 to plan for regular whole school practices.</p> <p>AEWs to help children practice and explain and give directions in Pitjantjatjara</p> <p><i>By the end of Term 4</i></p>	<p><u>2013 Progress:</u> Emergency procedures were printed and displayed on the wall near the preschool exits. 1 whole school fire drill and lock-down practice took place.</p> <p><u>2014 Progress:</u> We had a whole school practice run during term 3. The idea of a practice and the follow-up of ensuring it happened (facilitated by the Early Years Coordinator) to ensure the Preschool children are practicing on a regular basis.</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>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.</p> <p>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.</p> <p>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.</p> <p>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>
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Key improvements sought for QA3

3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose	
	Identified issue	In 2013, the outdoor yard was identified as lacking permanent play opportunities to further extend children's learning outdoors
3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose	
	Identified issue	The Preschool toilets are not suitable for their purpose and they are not suitable for manageable supervision of children
3.1.2	Premises, furniture and equipment are safe, clean and well maintained.	
	Identified issue	Premises, furniture and equipment could be better cleaned and maintained

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
3.1.1	<p>For the preschool outdoor yard to have more permanent play opportunities to further extend children's learning in the natural environment.</p> <p><i>*Measures to be taken to prevent dogs from getting into the yard*</i></p>	M	<p>Continue on with the progress from 2013.</p> <p>Meeting with Greg to discuss budgets and for Glen Minards to finish the yard as soon as possible</p> <p>Glen to be employed to complete the original plan for the yard</p>	Amata's outdoor learning environment will provide rich learning experiences for the children that are natural and not all artificial toys/equipment.	<p>Tarsha To chase up the best way forward to get the yard finished</p> <p>Greg To approve budget/costing when we have them for the yard to get finished</p> <p>Finished yard by end of term 3 2014</p>	<p>2013 Progress: Teacher put forward yard design for outdoor area including a creek and mud-kitchen Glenn Minards in Term 4 started the construction of the plans</p> <p>2014 Progress: Put forward the concern to Greg about getting the yard finished Contacted Glen to get an estimate costing to finish the yard *Attendance Initiative grant application was approved to complete the yard.Funding allocated term 3 *Arranged for Glenn to come to Amata during term 3 as soon as he is available to complete the yard * Term 3 yard progress has begun! *Concrete barrier and path has been installed under the gate so that big dogs can't dig under the gate.</p>
3.1.1	<p>For the Preschool outdoor toilets to be enclosed as part of the main building to ensure manageable supervision and safety of children</p>	M	<p>Discussions with leadership about the toilet issue and to plan a way forward.</p> <p>A temporary solution: For AEWs and teacher to work together in supervising</p>	Amata will have a safe supervised toilet area for children to access independently within the preschool building.	<p>Tarsha To inform Greg (Principal) of the situation ASAP verbally and via email and the QIP</p>	<p>2013 Progress: Darren Carter DTIE has taken photographs of the area and drawing up a plan of how to enclose the toilets. Leadership to follow up</p> <p>2014 Progress: Term 1:Email conversations</p>

			children during scheduled toilet breaks and when children express a need to go to the toilet to ensure that children are always supervised and have access to good quality toilet facilities. (Playgroup toilets will be used temporarily)		Greg To follow-up the toilet issue with Peter Young etc	with Kathryn Jordan and others to follow up lack of response from DTIE. Greg has been cc'd. Emails exchanged between Ann, Greg, Tarsha and Peter Young (APY business manager) Toilets have been enclosed as part of the main building. Educators are supporting children in adjusting to using the new bathroom/toilet space.
3.1.2	For the premises, furniture and equipment within the preschool to be better cleaned and maintained for the children. As cleaners are not provided and it is too much cleaning for one educator to manage alone without these resources.	M	Meeting with Greg (principal) to discuss the purchase of a dishwasher, washing machine, steam mop, backpack vacuum and clothes dryer and which budgets this can be funded by and ordering processes that need to take place.	Amata Preschool will have the items listed installed and in use within the preschool which will provide a more efficient and thorough cleaning regime that allows for a cleaner/ better quality learning environment for children	Tarsha to schedule a meeting with Greg by week 3, Term 2, 2014 Preschool to have items installed and in use by the START of term 3	2014 Progress Tarsha has allocated which budget line that cleaning resources can be purchased from and Greg has agreed for the purchases to go ahead. Tarsha has placed orders for items Term 2: Preschool now has a dishwasher, washing machine, dryer, vacuum and steam cleaner to make the cleaning load more manageable which in turn provides a cleaner environment for the children.

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>The staff at Amata Anangu Preschool have weekly team meetings in collaboration with the Playgroup 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 Preschool can't provide a strong learning environment for the children without this working relationship so that children can learn 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	Anangu Education Workers (AEWs) are still in the process of working towards completing their Certificate 3 in Children's Services.
4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.	
	Identified issue	Not all staff in the Preschool have the correct first aid training required to work in an Early Years setting to ensure at least one staff member is present with the required training at all times

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	For the Early Years Coordinator to closely support Anangu Education Workers (AEWs) with the process of working towards completing their Certificate 3 in Child Services to improve educational outcomes for children.	H	<p>Weekly attendance at TAFE AEW polycoms</p> <p>Weekly Early Years staff meetings to discuss planning and deliver Professional Development using the EYLF RIPD resource kit</p> <p>Exchange or regular emails with Sue Wilson to provide evidence of what AEWs are doing/teaching in the Early Years setting.</p> <p>Early Years Coordinator to take the lead in ensuring this happens and to support AEWs in this journey</p>	<p>AEWs attendance records taken by Sue Wilson for the weekly sessions.</p> <p>AEWs will start to demonstrate their new knowledge/ skills in the preschool setting.</p> <p>There will be photographs and video footage to show the evidence of this.</p> <p>EY Coordinator will have notes from staff meetings and observations recorded</p> <p>By the end of 2016 AEWs will have their certificate in cert 3 which will be on record and result in better educational outcomes for the children in the preschool</p>	<p>Josephine and Yvonne (AEWs): to regularly attend the weekly TAFE Polycom sessions and/or any training provided and to demonstrate new knowledge within the Early Years centres to provide evidence to Sue Wilson.</p> <p>Tarsha (Early Years Coordinator): To attend all TAFE sessions with AEWs. Facilitate weekly Early Years staff meetings/ Professional development with AEWs EY team.</p> <p>AEWs to have completed Certificate 3 by end of 2016</p>	<p>Term 1: Implementation of Friday staff meetings for Early Years tem to support and facilitate AEWs learning.</p> <p>Term 2: Started to engage with the RIPD kit with AEWs</p> <p>Term 2: Lisa the playgroup teacher has become part of our early years team meetings.</p> <p>Term 3: Tarsha took AEWs to Yulara for 3 day intensive RIPD training (goes towards TAFE)</p> <p>Next term, EY Coordinator will be working with Sue Wilson to see what RPL the AEWs are eligible for.</p>
4.1.1	To ensure all staff in the Preschool have the correct first aid training required to work in an Early Years setting and to	H	EY Coordinator to collaborate with Amata Anangu School Principal and APY Lands EY Principal Manager to organise CORRECT First	All Early Years staff will have attended the First Aid training and have the correct certificate to be put on staff record	EY Coordinator, Principal and EY Principal Manger To be completed by end of Term 2	<p>2014: Tarsha had First Aid training completed in term 2 holidays</p> <p>Josephine and Yvonne were both sick when the First Aid</p>



	<p>ensure at least one staff member is present with the correct training.</p>	<p>Aid training approved by ACEQA to take place on The APY Lands so all Preschool staff can attend.</p>			<p>training was accessible on The Lands.</p>
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Quality Area 5: Relationships with children

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

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>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</p> <p>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.</p> <p>There is intentional support and collaboration between the Preschool and School for the transition of children starting school, to continue the sense of</p>
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Belonging and confidence that children develop within the Preschool.

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.

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.

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	Preschool teacher does not speak Pitjantjatjara which impacts on their ability to support the acquisition of skills for children as language is often needed.
5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
	Identified issue	The need for Amata Early Years staff to strengthen and improve quality verbal exchanges between child and educator
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.	
	Identified issue	The Keeping them Safe curriculum needs to be implemented within the Preschool curriculum and delivered to the children by teacher and AEW in a team teaching situation .

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	Preschool teacher to work on learning a small amount of Pitjantjatjara in order to support the acquisition of skills for children in both languages.	L	Preschool teacher to attend the once a week 'Pitjantjatjara night class' ran by the school Anangu Coordinator to learn some of the language. Classes commencing Term 2-2014	Preschool teacher will have knowledge of a small amount of Pitjantjatjara which will help with two way communication between the teacher and children. This will be observable in daily practice.	Starting Term 2 2014 *Ongoing*	2014: These classes have not been regular or consistent enough to attend. *EY Coordinator has been seeking support from AEWs to learn key words in Pitjantjatjara
5.2	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	2014: Due to illness fo AEW and the busy schedule of the running of Early Years, no formal progress has been made so far. Plans have been made between Tarsha, Josephine and the Pre-service teacher to film each other and give feedback to each other.
5.2.2	The Keeping Them Safe curriculum to be implemented within the Preschool and delivered to the children by teacher and AEW in a team teaching situation to provide children with better strategies and skills to manage their own safety .	H	Planning and discussion to take place between AEW and teacher about how to deliver the Keeping Safe Curriculum together. Intentional teaching/ team teaching mat times allocated/prioritised for working with the children to deliver Keeping Safe	Educators and children will actively be using these strategies in the day –to – day running of the Preschool eg talking about our emotions	Tarsha and Josephine to deliver selected parts of the curriculum in a sequential manner throughout the duration of term 2. End of term 2 and ongoing	2014: Most Preschool children have learnt how to name and recognise different emotions in English language. We have had multiple 'safe risk' activities outside to develop an understanding of what it feels like to be scared and brave etc.



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

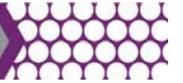


6.1, 6.2, 6.3	regulation 171	Policies and procedures to be kept available
Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 172	Notification of change to policies or procedures
6.1, 6.2, 6.3	regulation 173	Prescribed information is to be displayed
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>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>
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Key improvements sought for QA6

6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.	
	Identified issue	Currently there is no Early Years representation on Governing Council and no strategy is in place to support family involvement
6.3.1	Links with relevant community and support agencies are established and maintained.	
	Identified issue	How can we better coordinate the Early Years support services that are offered to 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
6.1.2	For the Amata school governing council to have Early Years representation on Governing Council in order to support family involvement (giving families a voice) and building the profile of Early Childhood Education within the school and the community	M	<p>Discussion with school principal about suggesting that one of the AEW Governing Council reps are to be nominated from the Early Years (Birth- 8 years) section of the school.</p> <p>Have a discussion with Yvonne and Josephine about their willingness to be part of governing council to represent Early Years if they were nominated</p> <p>Facilitate the organisation of a nomination/ vote to happen at Anangu School staff meeting for Governing Council.</p> <p>Support the Early Years AEW representative on Governing council to bring Early Years Agenda items to the termly GC meetings. Early Years (B-5) is listed as a specific agenda item.</p>	<p>More staff and community members will have an understanding of what is happening at Amata Anangu Preschool as they will have had input in decisions that needed to be made.</p> <p>Amata families may feel more comfortable in giving feedback about the Preschool to the AEW Early Years GC member.</p>	<p>AEW Governing Council member to be chosen by: End of term 1 2014</p> <p>Evidence of minutes with GC Early Years involvement to be documented each term- 2014</p>	<p>2014 Progress:</p> <p>Term 1: Discussion with Greg took place -Meeting with Josephine in regards to GC took place - At Anangu Staff meeting, Josephine was nominated for GC and she accepted. Term 2: Governing Council meeting... EY Teacher was absent and Josephine was sick so she couldn't attend.</p>
6.3.1	To work with leadership to develop an approach to better coordinate the Early Years support services that are offered	H	<p>Arrange a meeting with Greg (principal) to discuss the different agencies and resources that we have available to Early Years.</p>	<p>Documentation of minutes/ emails/polycom meetings showing evidence of discussions and planning.</p>	Ongoing 2014	<p>2014 Progress:</p> <p>EY Coordinator and Principal have been working closely together to develop a strong</p>

	<p>to children and families with the 'idea' of developing a model that could work across the partnership.</p>		<p>Develop a plan that allows us both to work together on a regular basis to work towards developing a way that will make best use of these services we have available to children and families. Eg Relationships Australia, CaFHS nurses, Amata Clinic, Jude Crabtree's programs.</p> <p>Regularly share thoughts, ideas and progress on Polycom with other Early Years educators/ APY Lands Communities</p>	<p>Amata's Early Years centres (B-3 and 3-5 years) will have a positive and productive working relationship with their service providers in order to best support the children and families.</p>		<p>working relationship with other agencies. This has included supporting agencies to ensure they have correct DCSI clearances to be onsite, working with them to plan visits that work with the schools programs to maximise opportunities for children and their families</p>

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>Succession planning for staffing is a strong feature of Early Years staffing at Amata to facilitate the continuity of learning for our children.</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>
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Key improvements sought for QA7

7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
Identified issue	There is no official induction folder in place (currently only a policy folder)
7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly
Identified issue	There is no policy review system in place

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
7.1.2	To develop an Induction process and folder for new staff and visitors at the preschool site	M	<p>In reflection of the schools Induction process, create a 'sub- induction folder' that is specific to the preschool.</p> <p>Reflect on the schools 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 Preschool.</p> <p>This folder will then be used by the EY Coordinator to facilitate the induction process of new staff/visitors.</p>	There will be an induction booklet that is available to staff/visitors at all times so they can refer to it and feel a 'sense of belonging' by being able to easily understand the processes and procedures at Amata Preschool	For the Induction folder to be written and created by Tarsha and to be given to Greg to review. By the end of term 3	<p><u>2014 Progress:</u> The school induction book and process is still a work in progress. The Preschool adaptation will begin once the school one has been completed.</p> <p>Currently, any staff or visitors are verbally inducted and directed to the policy folder and philosophy.</p>
7.3.5	To develop and implement a policy review routine so that all policies are managed and updated as quickly and efficiently as possible	L	Develop and plan a schedule to review and update polices, where the workload will still be manageable (as our context requires extra policies to be reviewed/ rewritten). E.g. one policy a month	<p>Amata Anangu Preschool will have a completed 2014 policy folder where all policies have been reviewed and will continue to be reviewed annually.</p> <p>These policies will reflect the every-day practice of the preschool.</p>	For all policies to be reviewed and written by all stakeholders possible by the end of term 4 2014	<p><u>2014 Progress:</u> Time constraints have made it a little tricky to review one policy a month. One policy a term seems more realistic and manageable. Term 3- sun safe policy reviewed</p>

			<p>Review the policies as planned and put completed review policies in a 2014 policy folder</p> <p>Develop an annual policy review plan</p>			
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