

The National Quality Standard and Quality Improvement

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan.

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (r55) for each service that:

- includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard and the National Regulations; and
- identifies any areas that the provider considers may require improvement; and
- contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request.

Service details

Service name		Service approval number	
COROMANDEL VALLEY KINDERGARTEN		PR-00006069	
Primary contacts at service			
JEN MELTA			
Physical location of service		Physical location contact details	
Street	9 SEAN COURT	Telephone	8270 2964
Suburb	COROMANDEL VALLEY	Mobile	0427417481
State/territory	SOUTH AUSTRALIA	Fax	8270 6105
Postcode	5051	Email	dl.3622.leaders@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	JEN MELTA	Name	MELISSA MIEGEL
Telephone	8270 2964	Telephone	8270 2964
Mobile	0419036225	Mobile	
Fax	8270 6105	Fax	8270 6105
Email	jen.melta341@schools.sa.edu.au	Email	melissa.miegel741@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

Describe the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

Round times to the nearest quarter of an hour.

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

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8.15	8.15	8.15	8.15			
Closing time	15.45	15.45	15.45	15.45			

Additional information about your service

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

Provide additional information about your service—parking, school holiday dates, pupil-free days etc

This service is a Department for Education Kindergarten and observes the same closure dates for school holidays as South Australian public schools as well as observing state and commonwealth public holidays.

There is no Kindergarten program on Friday.

The Kindergarten is in a bushfire zone and will be closed on all **catastrophic** fire days.

How are the children grouped at your service?

Children attend 15 hours of preschool over a two day period – either Monday / Tuesday (Banksia Group) or Wednesday / Thursday (Wattle Group). Each cohort is then nominated to one of three part time teachers as focus children to develop strong relationships with child and family, monitor, observe and assess across the curriculum and write individual learning plans and summative reports.

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

Jen Melta , Director

Service statement of philosophy

Please insert your service's statement of philosophy here.

OUR VISION

Our vision is to build on each child's individual experience and support them to develop their moral conscience and learn through dynamic, challenging play experiences and a rich learning environment that promotes independence and life-long learning.

OUR VALUES

At Coromandel Valley Kindergarten we do our utmost to promote, develop and maintain on a daily basis;

- Value and respect for all individuals.
- Co-operation & friendship between all our learners, families and educators.
- Respectful interactions and relationships between the entire kindergarten community which includes children, families, educators, local schools, playgroup and the broader community.
- A safe, inclusive environment that promotes the wellbeing of all participants through the development of executive functions and intellectual stretch.
- Sensitive, respectful and appropriate use of Kindergarten resources and increasing knowledge, respect and care for the Kindergartens natural and synthetic environments.
- Meaningful learning experiences that reflect the culture and interests of children, their families and the community.
- Children's exploration, experimentation and self-leadership to ensure success in learning.
- Reflective practice that ensures educators gather and analyse data to provide a flexible, play-based curriculum that is responsive to the needs of all learners through a regular planning cycle.
- Healthy eating and physical activity, policies and practices that educate and support the wellbeing of children and their families.

OUR PHILOSOPHY

Educators view all children as capable and competent. Education begins the moment we recognise each child as wise and capable,

only then can we play along in their world. The wider the range of possibilities we accept as possible the more intense will be the child's motivations and the richer their experiences

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	The educational program enhances each child's learning and development.	
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
Standard 1.2	Educators facilitate and extend each child's learning and development.	
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	
Assessment and planning cycle	Element 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.

Information for families	Element 1.3.3	Families are informed about the program and their child's progress.
--------------------------	---------------	---

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths	<p>The service provides an educational program that is planned and implemented and reviewed in a regular cycle and takes into account emergent curriculum, Education Department curriculum frameworks EYLF, RRR and Child Protection Curriculum and departmental priorities of Literacy and Numeracy Indicators and intellectual stretch.</p> <p>Systems and data collection have been embedded to support critical reflection, intentional and responsive teaching opportunities. Family feedback and engagement is actively sought throughout the year through surveys, meetings, conversations and showcase evenings.</p> <p>Each child's unique self as learner is at the centre of how teachers organise their focus groups, reflective practices, intentional teaching, emergent curriculum and promotion of child agency.</p> <p>The educators are highly motivated to attend and report back on current theory and training opportunities and are involved in an ongoing Professional Learning Community inquiry question focusing on continuity of learning in the early years education sector with the local primary school as well as Learning Design Assessment and Review (LDAR) training.</p>
------------------	--

Key improvements sought for Quality Area 1

Improvement Plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Intentional teaching Element 1.2.1 Educators are deliberate, purposeful, and thoughtful in their decisions and actions.						
Element 1.2.1	Develop the use of STEM (science, technology, engineering and mathematics) curriculum / task design	H	Attend training Add STEM section to term overview and weekly planning Discuss regularly at curriculum planning meetings	Staff to plan STEM activities and identify STEM in the daily reflection journal Embedded practices will reflect indigenous culture	2020	STEM is planned and delivered and being reflected on in reflection journal
Element 1.2.1	Develop a Reconciliation Action Plan (RAP) for the site	H	Create a draft RAP on the NARRAGUNNAWALI website and work towards an approved RAP	Staff will contribute to developing a RAP with appropriate actions Embedded practices will reflect indigenous culture	2020	Draft has been registered all staff have involvement in developing appropriate actions
Critical reflection Element 1.3.2 Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.						
Element 1.3.2	Individual children in focus groups are observed and assessed against wellbeing, literacy and numeracy indicators using stoplights.	H	Focus group observation and individual child reflections are mapped against stop lights	Site will develop data sets for individual and cohorts of children to use to assess and develop curriculum plans	2018/2019/2020	Educators have focus groups Educators have implemented using stoplights for individual children. Data analysis for cohort (whole site) to begin for term 1 data. Data recording and analysis is being developed on excel

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 and physical activity is supported and promoted.	
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2	Each child is protected.	
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths	<p>The educators have a strong commitment to the concepts of wellbeing, support and care in early years education. These values are demonstrated through our vision and values statement, policies and practice. Staff attended mindfulness training sessions in 2017 and have embedded the practice into the daily routine with the children. We have been an approved Australian Cancer Council "Sunsense" site for over 10 years and have embedded a variety of positive healthy eating practices. The educators are dedicated to the wellbeing of each child and work closely with families, Department for Education support services and outside therapeutic providers to improve the outcomes for individual children through early intervention. All staff are regularly trained in Responding to Abuse and Neglect and are articulate and mindful of protective work practices and child protection curriculum being embedded in the site culture and practices.</p>
------------------	---

Key improvements sought for Quality Area 2

Improvement Plan

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

Incident and emergency management Element 2.2.2 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

<p>Element 2.2.2</p>		<p>Develop strategies to embed the practicing of a range of emergency situations over 4 terms.</p>	<p>H</p>	<p>Plan for emergency practices in term calendar. Develop pictorial provocations with abridged instructions on the back Staff will individually take responsibility for managing a number of emergency drills each term A resource and information folder will be produced</p>	<p>Staff will feel confident managing a variety of emergency situations. Children will know what do to when we practice an emergency drill. Staff will complete reflection and improvement questions after each drill. Staff will individually take responsibility for managing a number of emergency drills each term A resource and information folder will be produced</p>	<p>2019/ 2020</p>	<p>Educators have begun the process by planning drills for the year. New staff inducted.</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 of the facilities is appropriate for the operation of a service.	
Fit for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child’s participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths	<p>The Kindergarten is a purpose built site. It has been well maintained with a large open plan indoor spaces that have the ability to change to smaller rooms. The outdoor space is a large sloping double block mix of native bushland and established garden areas. The educators and the kindergarten community have worked hard to update areas with bright paintings and appropriate murals as well as planting a sensory garden and developing some raised garden beds.</p> <p>The children have a range of suitable and well maintained equipment at their disposal.</p> <p>Indoors we have created specific learning areas – art and construction, block building, numeracy and literacy, dramatic play and a mindfulness area. Outdoors the children can access climbing, obstacle courses, hand eye and balance skills, running and sensory play in the sensory garden, sandpit and mud kitchen. We have well placed shade structures and mature shade trees as well as a large veranda.</p> <p>Children led play is a focus outdoors and the emergent curriculum often leads us to inquiry based research of bugs, animals, weather etc.</p>
------------------	--

Key improvements sought for Quality Area 3

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Environmentally responsible Element 3.2.3 The service cares for the environment and supports children to become environmentally responsible.						
Element 3.2.3	Develop a Site Environmental Management Plan (SEMP)	H	Through relevant training and mentoring from a Kindy site (Banksia Park) with a successful SEM	Site will develop and embed policies and practices that support environmental responsibility and sustainability	2018 / 2019	Plan to visit Banksia Park Plan to develop SEM policy Plan to meet with Sam from Natural Resource Management

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.	
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2	Management, educators and staff are collaborative, respectful and ethical.	
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
P standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths	<p>The site has reinvigorated staffing from 2015 with a new Director appointed and in the middle of 2016 with a key existing staff member deciding to retire. Through the merit selection process the site has secured high quality staffing that continually demonstrates a willingness to reflect deeply and practice quality pedagogy. All staff members are dedicated to ongoing learning, participate enthusiastically with the PDR process and have a strong training portfolio in recent and relevant theory and practices that continually strengthen our outcomes for children and families. The educators are proactive in developing strong connections in the local education community through the Partnership Professional Learning Community and developing a transition to school protocol with a local primary school.</p> <p>The site has secured regular contract staffing over the last two years for a part-time preschool teacher and Early Childhood Worker positions. We have a continuity of staffing and endeavour to develop relationships with one or two relief teachers that become regular at our site and are known to children and families.</p> <p>The site educators have developed a group norms document that describes behaviours and outcomes based on the Department for education and public sector policies and values code of conduct and that are important to them working in a small kindergarten community.</p>
------------------	--

Key improvements sought for Quality Area 4 Improvement Plan

Standard/ element		What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.					
Element 4.2.1		All staff to engage in moderation processes. All staff to develop a portfolio of expertise in a specific curriculum area	H	Staff to attend any training in moderation practices. Staff to practice moderation at data meetings Staff to take the lead as expert in curriculum areas	Site agreement will be obtained and maintained through the moderation process – using data sets Each staff member will have an area of expertise to share and mentor others in – RAP, SEMP, STEM, Pedagogical Documentation	2020	fortnightly staff meetings and discuss individual and cohorts of children using spotlight data. Identify areas of expertise for each staff member to continue to learn about and support other staff in delivering: Louise RAP Melissa STEM Georgia SEMP Jen Ped Doc.

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 maintained with each child.	
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships.	
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths	<p>The educators value and maintain quality relationships with all children, families and associated staff at the kindergarten. All educators practice empathetic mindfulness, have a collaborative approach to teaching, learning and reflective practice and value positive relationships with all stakeholders. The leadership models and coaches staff to develop crucial conversation skills and encourage restorative relationship practices. Strategies to communicate are designed to give information and receive feedback in a timely manner.</p> <p>Child voice and emergent curriculum is recorded, actioned and reviewed regularly.</p> <p>Critical reflection through RRR and inquiry practices supports the educators to make considered and strategic decisions and provides focus for strengthening skills and practices.</p>
------------------	--

Key improvements sought for Quality Area 5

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Collaborative learning Element 5.2.1 Children are supported to collaborate, learn from and help each other.						
Element 5.2.1	Develop strategies and pedagogy to support children working collaboratively in large and small groups	H	Modelling and responding to children that have cooperative dispositions Organising small group opportunities for children with this learning style preference Providing opportunities for all children to act in a cooperative manner with peers and educators Children will actively participate in “the Way to A’ program	Children will develop and model cooperative dispositions with their peers and educators. Children will be able to participate in small and large group learning opportunities. Educators will notice a shift in data collected from RRR and wellbeing stoplights. Children will actively participate in “the Way to A’ program	2019/2020	Children are becoming familiar with the Way to A program and are occasionally using appropriate language Small and large groups are being established for specific children to practice executive function skills i.e. skills such as listening, turn taking, sharing resources

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 relationships with families are developed and maintained and families are supported in their parenting role.	
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths	<p>The educators value and maintain quality relationships with all children, families and associated staff at the kindergarten. All educators practice empathetic mindfulness, have a collaborative approach to teaching, learning and reflective practice and value positive relationships with all stakeholders. The leadership models and coaches staff to develop crucial conversation skills and encourage restorative relationship practices. Strategies to communicate are designed to give information and receive feedback in a timely manner. We have a closed Facebook group, update the Kindergarten website with critical information regularly, and have a parent communication diary as well as family pockets, child portfolios and morning and afternoon conversations with parents. The Governing Council meets twice each term and discuss policy and procedures, and the educators provide all families with curriculum and general newsletters at least twice each term.</p> <p>All educators are actively engaged in PLC communities with the local schools and kindergartens in the Mitcham Hills Partnership. Families have opportunities to participate in the planning and decision making for their child's learning through questionnaires, discussions, meetings and showcase of learning. Collaborative partnerships are developed between family, preschool support services and the kindergarten to provide inclusive and targeted intervention for individual children.</p>
------------------	--

Key improvements sought for Quality Area 6

Improvement Plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.				
Element 6.2.1	Continuity of learning from Kindergarten to early years school (Reception) is inclusive and strongly evident in the key areas of Literacy Numeracy Wellbeing and Protective Practices	H	Develop opportunities for the Kindergarten and Reception children to be monitored and assessed for continuity of language, concepts and skill levels.	Data sets from the observations will illustrate the areas of strength and development required	2018 / 2019 / 2020	PLC inquiry is now in 3 rd year – visits across sectors by educators to take place and observations used to form data
Element 6.2.1	Transition to kindergarten and transition to school is a positive and developmentally appropriate experience for all young children.	H	Develop opportunities for the Pre- Kindergarten, Kindergarten and Reception children to experience their new environments over several weeks Provide peer mentoring opportunities for transitioning children	Children will settle quickly into their new environments with minimal levels of noticeable anxiety. Children will voice willingness and desire to attend Kindergarten / school.	2018 / 2019 / 2020	Pre-entry sessions are offered to 2020 families in term 4, 2019 Kindergarten cohort visits to Coro Primary occurred in 2017 and 2018. This practice will continue in 2019 -hopefully with more visit days negotiated

Quality Area 7: Governance and Leadership

This quality area of the *National Quality Standard* focuses on effective leadership and governance of the service to establish and maintain quality environments for children's learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service's continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service's statement of philosophy.

Quality Area 7: Standards and elements

Standard 7.1 Governance supports the operation of a quality service.		
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service's operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
Standard 7.2 Effective leadership build and promotes a positive organisational culture and professional learning community.		
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

Quality Improvement Plan for Quality Area 7 Summary of Strengths

Strengths	<p>A statement of philosophy was reviewed and further developed by the staff in 2018 that reflects the values of fairness, quality practices, code of conduct and equitable management.</p> <p>Educators take on roles as mentors and practice specialists for curriculum areas and regularly share ideas, practices, current theory and concept with each other.</p> <p>All staff actively engages in reviewing and developing a QIP and participates in PDR sessions twice a year that are linked to the QIP. Self-assessment, modelling, critical reflection and responsive practices are embedded in the site philosophy and daily practice.</p> <p>Educators are responsive to the requirements of the continuous cycle of educational planning, reflection and improvement and participate at all levels in every aspect.</p>
------------------	---

Key improvements sought for Quality Area 7 Improvement Plan

Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
--------------------	---------------	---

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Element 7.1.3	Embedded emergency practices	H	Develop a folder of possible scenarios to cover all emergency situations and suitable responses. Practice each scenario and response as well as discuss at team meetings.	All staff will act on emergencies immediately and effectively	2019/2020	Scenarios of emergencies and responses discussed at staff meeting in 2018. Follow up discussion scheduled for early 2019 staff meeting.
	All staff to be able to follow a site risk assessment and report any potential hazards and risks.	H	Staff induction and education	Potential hazards and risks will be identified and reported immediately An end of term risk assessment to be completed each term	2019/2020	Daily risk assessment for children enacted with teacher support.