



*Monash Preschool*

**Quality  
Improvement  
Plan 2019**



*2018 National Quality Standards*

# The National Quality Standard and Quality Improvement

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

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

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

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

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

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

## Service Details

<b>Service Name</b>			
Monash Preschool			
<b>Service Approval Number</b>			
SE-00010656			
<b>Assessment and Rating ID</b>			
ASR-00015518			
<b>Primary Contacts at Service</b>			
Alana Kitson			
<b>Physical Location of Service</b>		<b>Physical Location Contact Details</b>	
<b>Street</b>	Jackson Street	<b>Telephone</b>	8583 5361
<b>Suburb</b>	Monash	<b>Mobile</b>	
<b>State/territory</b>	South Australia	<b>Fax</b>	8583 5510
<b>Postcode</b>	5342	<b>Email</b>	dl.0274.info@schools.sa.edu.au
<b>Approved Provider</b>		<b>Nominated Supervisor</b>	
<b>Primary Contact</b>	Anne-Marie Hayes (Department for Education)	<b>Name</b>	Alana Kitson
<b>Telephone</b>	82261000	<b>Telephone</b>	8583 5361
<b>Mobile</b>		<b>Mobile</b>	
<b>Fax</b>		<b>Fax</b>	
<b>Email</b>	Anne-Marie.Hayes@sa.gov.au	<b>Email</b>	alana.kitson541@schools.sa.edu.au
<b>Postal Address (if different to physical location)</b>			
<b>Street</b>	GPO Box 1152	<b>State/territory</b>	
<b>Suburb</b>	Adelaide SA 5001	<b>Postcode</b>	

## 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	08.45		08.45	08.45*	Playgroup 09.15		
Closing Time	15.15		15.15	15.15*	11.15		

\* In 2019, the service will operate on a five-day fortnightly roster

Even weeks (Monday and Wednesday) and Odd weeks (Monday, Wednesday, Thursday)

## Additional information about your service

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

- Monash Preschool is a site based preschool located on the same campus as Monash Primary School.
- Car parking is available on the roadway in front of the school.
- School and Public holidays are observed in line with South Australian Government guidelines.
- The four pupil free days per year are arranged to align with school student free days (where possible).

### **How are the children grouped at your service?**

- All eligible children enrolled at Monash Preschool are entitled to twelve or fifteen hours of preschool depending on their reason for enrolment.
- Attendance schedule in 2019 is:
  - Full day Monday
  - Full day Wednesday
  - Full day Thursday (fortnightly)

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

- Nominated Supervisor for the site is Alana Kitson as Principal of the Primary School  
Melanie Allder is the Preschool Teacher who is responsible for the programming, planning and day to day running of the preschool and working with the leader in developing the Quality Improvement Plan.

**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**

## Statement of philosophy

***At Monash Preschool we nurture respectful, caring relationships that foster inclusion and enable children to learn and succeed through play.***

We value

- Respectful, caring relationships
- Self-aware, confident, persistent individuals
- Meaningful connections with families and community
- Learning through child-initiated play.

## Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and Elements		
<b>Standard 1.1</b>	<b>The educational program enhances each child's learning and development.</b>	
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
<b>Standard 1.2</b>	<b>Educators facilitate and extend each child's learning and development.</b>	
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
<b>Standard 1.3</b>	<b>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</b>	
Assessment and planning cycle	Element 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child's progress.

# National Law and National Regulations underpinning Quality Area 1

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 1 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51 (1)(b)	Conditions on service approval (educational and developmental needs of children)	1.1.1
Section 168	Offence relating to required programs	1.1.1, 1.1.2
Regulation 73	Educational program	1.1.1
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program	1.3.1
Regulation 75	Information about educational program to be kept available	1.3.3
Regulation 76	Information about educational program to be given to parents	1.3.3
Regulation 274A NSW	Programs for children over preschool age	1.3.1
Regulation 289A NT	Programs for children over preschool age	1.3.1
Regulation 298A Queensland	Programs for children over preschool age	1.3.1



# Quality Improvement Plan for Quality Area 1

## Summary of Strengths

Staff begin each year by identifying each child's strengths as the foundation for further development in relation to each child's identity, connectedness with our community and wider world, physical, social and emotional wellbeing, confidence & curiosity as a learner and effectiveness as a communicator. Staff identify critical reflection (of processes, programs, the physical environment and interactions) as being essential in order to create a well-managed, productive learning environment for all.

At Monash Preschool, children's current knowledge, ideas, culture, abilities and interests drive curriculum decision-making, based on Belonging, Being, Becoming and the 5 Early Years Learning Framework Learning Outcomes.

A range of information is gathered and provides the foundation for planning, gathered from family questionnaires, regular informal chats with children and families, professional learning conversations amongst staff, data collection and daily observations. This information is used to offer engaging play opportunities each preschool day to challenge children's thinking and extend their learning and development. Staff record anecdotes, use cameras and staff conversations and reflections as observational tools.

We display the flags of all countries represented within our current community and discuss and learn information about cultural similarities and differences.

Staff reflect together at the end of each day, evaluating and planning learning opportunities for the next preschool day, based on data collected and staff observations of children's needs, ideas and wonderings. Children's voice and sense of agency is central to our program and underpins many of our decisions.

Children who have been identified for support are monitored and tracked at fortnightly staff meetings. These discussions and agreed strategies are documented in our minutes. Children with identified needs are grouped for small group intentional teaching and/or targeted activities. Focus areas for individual children are also recorded in our planning documents in the staff sign-in folder for easy access by all staff, including relievers. We regularly share updated information with parents informally on a one-to-one basis at drop off and pick up times.

Each year we hold a Father's Day breakfast when the children make toast and pour juice for their dad or special persona and give them a gift they have made at preschool.

The Move To Learn program is implemented several times a day, with the intention to support children to integrate a range of essential movements/skills for improved learning outcomes. Families are informed of the program and invited to work on the skills with their children at home. A local chiropractor has been employed as a consultant for 2019, to support our implementation of the program.

## Key Improvements Sought for Quality Area 1

Standard/ Element	Need identified during self-review	Goal/Priority	Priority (LMH)	How will we get this? (Strategies)	Success criteria	Due Date
1.3.3	Maintain expectations and strong connection with families during amalgamation year.	All families are informed about program and their child's goals and progress and have the opportunity to have input into them.	H	<ul style="list-style-type: none"> <li>*Families invited to contribute to their child's learning and curriculum twice per term.</li> <li>*Learning discussions held with families for collaboration of goal setting and sharing of progress reports.</li> <li>*Learning discussions with families included in calendar.</li> <li>*Share successes with families through Dojo and floor book. Families invited to make a comment on the floor book or on Dojo.</li> <li>*"Learning Stories" provide evidence of learning and progress connected to each child's goal.</li> <li>*Determine 2019 Statement of Learning agreement – what will it look like, how often will progress be reported, etc.</li> </ul>	<ul style="list-style-type: none"> <li>*Learning discussion meetings with families scheduled twice per year with 100% participation.</li> <li>*All families are connected with Class Dojo or view the floor book, and make comment about their child's learning at preschool at least once per term.</li> <li>*Families receive information about curriculum plans and are invited to share examples of what their child has been sharing at home or share some ideas about what their child's interests are.</li> <li>*'Statement of Learning' provides a summative, overall indication of a child's progress, specifically referencing goals.</li> <li>*ILPs are ongoing and targeted at specific needs of children, and progress is reference in Statements of Learning.</li> </ul>	End T1
1.1.2	Develop a defined and documented process for staff to develop ILPs that demonstrate growth and progress for all children.	Each child's learning needs, strengths, ideas, culture, and interests are the basis for planning and designing the program	H	<ul style="list-style-type: none"> <li>*Develop and document the process for every learner to have an ILP with three goals from the following areas based on individual need: wellbeing/social-emotional/regulation, oral language/literacy and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>*Every child has a clear, documented ILP outlining 3 personalised learning goals that are shared with families by the end of Term 1 and reviewed end of Term 3. Child voice to be included in Term 3 review.</li> <li>*Goals are aligned with EYLF, Literacy and Numeracy Indicators and site based learner frameworks.</li> <li>*Progress observations and evidence collated and discussed by staff to inform practice as per assessment and planning cycle. Learning stories and evidence are directly linked to each child's ILP goals.</li> </ul>	End T2
1.3.1 1.3.2	Be clear and intentional on the data being gathered to inform goal setting and progress.	Critical reflection on children's learning and development, both as individuals and in groups,	M	<ul style="list-style-type: none"> <li>*Develop a calendar of staff meetings, trainings, child free days and admin release times to ensure all components of assessment, planning and self-review are</li> </ul>	<ul style="list-style-type: none"> <li>*There is a reviewed and documented plan for assessment, planning and review.</li> <li>*Educators intentionally design activities for children relevant to their learning goals.</li> </ul>	End T2

		drives program planning and implementation.		<p>scheduled.</p> <p>*Consult with Early Years Leader to support with development of calendar.</p> <p>*Determine appropriate assessment tools to gather relevant pre and post data to inform goals.</p>	<p>*Educator conversations occur and are documented during planning days.</p> <p>*Evidence gathered is intentional - manageable, purposeful, timed and directly related to goals/priorities and future planning.</p>	
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*Information regarding our progress towards achieving these goals can be obtained by contacting our admin office.*

## Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and Elements		
<b>Standard 2.1</b>	<b>Each child's health and physical activity is supported and promoted.</b>	
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
<b>Standard 2.2</b>	<b>Each child is protected.</b>	
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

## National Law and National Regulations underpinning Quality Area 2

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 2 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated Element
Section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	2.2.3
Section 165	Offence to inadequately supervise children	2.2.1
Section 166	Offence to use inappropriate discipline	2.1.1, 2.2.1
Section 167	Offence relating to protection of children from harm and hazards	2.2.1
Section 170	Offence relating to unauthorised persons on education and care service premises	2.2.1
Section 171	Offence relating to direction to exclude inappropriate persons from education and care premises	2.2.1
Regulation 77	Health, hygiene and safe food practices	2.1.2
Regulation 78	Food and beverages	2.1.3
Regulation 79	Service providing food and beverages	2.1.3
Regulation 80	Weekly menu	2.1.3
Regulation 81	Sleep and rest	2.1.1
Regulation 82	Tobacco, drug and alcohol free environment	2.2.1
Regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs	2.2.1
Regulation 84	Awareness of child protection law	2.2.3
Regulation 85	Incident, injury, trauma and illness policies and procedures	2.1.2
Regulation 86	Notification to parents of incident, injury, trauma and illness	2.1.2

Regulation 87	Incident, injury, trauma and illness record	2.1.2
Regulation 88	Infectious diseases	2.1.2
Regulation 89	First aid kits	2.1.2
Regulation 90	Medical conditions policy	2.1.2
Regulation 91	Medical conditions policy to be provided to parents	2.1.2
Regulation 92	Medication record	2.1.2
Regulation 93	Administration of medication	2.1.2
Regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency	2.1.2
Regulation 95	Procedure for administration of medication	2.1.2
Regulation 96	Self-administration of medication	2.1.2
Regulation 97	Emergency and evacuation procedures	2.2.2
Regulation 98	Telephone or other communication equipment	2.2.2
Regulation 99	Children leaving the education and care premises	2.2.1
Regulation 100	Risk assessment must be conducted before excursion	2.2.1
Regulation 101	Conduct of risk assessment for excursion	2.2.1
Regulation 102	Authorisation for excursions	2.2.1

## Quality Improvement Plan for Quality Area 2

### Summary of Strengths

We provide resting areas both inside and outside. A couch and cushions are available inside, providing children with the opportunity to relax and \ sleep anytime they need to, and this is accessed daily by children to relax, read and chat. Outside on the veranda we provide an area with large leaf shades, cushions and books and we are further developing a permanent sensory garden/relaxation area into the outdoor learning environment. We find that children need a dedicated rest time after lunch – they listen to music, engage in yoga or lie down with a cushion immediately following lunch. Any time children need to lie down, if they are unwell, unhappy or just ‘need a break’ they can access any of these rest areas. Children are encouraged to independently seek opportunities for sleep and rest.

All educators follow the Protective Practices for Staff guidelines and refrain from initiating hugs. However, if a child is upset, we will comfort and stay with them, or keep them under close supervision until they are happy again and ready to re-enter play. Children experiencing separation anxiety in the mornings are supported by a staff member to establish a routine along with their parent/caregiver, and are often given a job to focus their attention away from their parent’s departure.

Children who remain upset for a little longer are followed through by the same staff member and parents are encouraged to say goodbye and leave when they said they would, reminded by staff that they are welcome to call back later to check in on their child. If a child’s anxiety is prolonged, parents would be called to come and collect their child with a routine for the next day agreed on before departing preschool. However, strategies employed have so far successfully supported to separate.

At Monash Preschool, staff sit with the children at lunchtime, modelling healthy lunch choices and engaging in reciprocal conversations. Children are supported during eating times to ensure fruit is eaten before packaged snacks and sandwiches are eaten first at lunch time. When programming activities that involve cooking, we ensure they are healthy food options. Get up and Grow: Healthy Eating and Physical Activity for Early Childhood Guidelines are available in the Parent Library and inform our food choices for cooking experiences as well as discussions with children and families around lunchbox options. Once children have finished their lunch eating routine, they put their lunch things away and join others on the mat for relaxation time. This may be a yoga story, relaxation music, books and puzzles, or a Dreamtime story. Children have the opportunity to relax for as long as they feel the need.

Special consideration and procedures are in place for children with dietary needs and Health Care Plans are updated and stored in the Staff Sign-in folder for ‘staff only’ access. Daily physical activity is embedded in our programme. Children have access to the Outdoor Learning Environment throughout the day, they make choices about the outdoor play equipment and appropriate protective clothing is available for play to continue during wet weather. Our intentional teaching programme includes daily Move To Learn movement sessions and a weekly Physical Skills programme.

First aid processes are well established and emergency contact details are strategically placed to ensure availability for quick access in the case of an emergency.

## Key Improvements Sought for Quality Area 2

Standard/ Element	Need identified during self-review	Goal/Priority	Priority (LMH)	How will we get this? (Strategies)	Success criteria	Due Date
2.2.2	Review of current incident and emergency management practice to align with school processes and personnel where possible.	Plans to effectively manage incidents and emergencies are reviewed in consultation with relevant authorities, practiced and implemented.	H	<ul style="list-style-type: none"> <li>*Review current documentation and risk assessments to determine suitability as a site-based preschool.</li> <li>*Streamline with current school processes where possible.</li> <li>*Consult with site's WHS personnel (Sue Henwood) for advice re documentation, filing, etc.</li> </ul>	<ul style="list-style-type: none"> <li>*Incident and emergency management policies and plans are reflective of whole site documentation.</li> <li>*Clear processes for developing, filing and reviewing risk assessments.</li> <li>*Staff are clear on when it is necessary to complete risk assessments, incident reports, etc, how to do them and who the key personnel are to consult.</li> </ul>	End T2
2.1.1	Children have access to indoor rest areas, however have expressed a desire to have outdoor rest spaces as well.	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.	M	<ul style="list-style-type: none"> <li>*Explore different ways of providing an outdoor space/verandah space for rest/quiet reading/relaxation.</li> <li>*Involve families in the consultation and possible involvement in creating the space.</li> </ul>	<ul style="list-style-type: none"> <li>*Children identify when they need rest and independently access a suitable rest area that is safe and supervised.</li> </ul>	End T4
2.1.3	To maximise the opportunity for children to learn about and appreciate different cultures and what it means to be healthy.	Healthy eating is promoted.	M	<ul style="list-style-type: none"> <li>*Programmed focus on nutrition and healthy bodies, including identifying different fruits and vegetables.</li> <li>*Connect with families/community members who can provide incursion/excursion learning opportunities.</li> <li>*Consider cultural opportunities for learning about new or different foods based on cultural influences of current families.</li> <li>*Collaborate with families about how they can support their child at home – provide information via agreed communication forums.</li> </ul>	<ul style="list-style-type: none"> <li>*Children can talk about and share what it means to be 'healthy' and how they can make choices to contribute to their own health.</li> <li>*Children are exposed to and try new or unfamiliar healthy foods at preschool.</li> <li>*Programming and planning reflects the focus.</li> </ul>	End T3

*Information regarding our progress towards achieving these goals can be obtained by contacting our admin office.*



## Quality Area 3: Physical Environment

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

Quality Area 3: Standards and Elements		
<b>Standard 3.1</b>	<b>The design of the facilities is appropriate for the operation of a service.</b>	
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.
<b>Standard 3.2</b>	<b>The service environment is inclusive, promotes competence and supports exploration and play-based learning.</b>	
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and 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.

## National Law and National Regulations underpinning Quality Area 3

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 3 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated Element
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2
Regulation 104	Fencing	3.1.1
Regulation 105	Furniture, materials and equipment	3.2.2
Regulation 106	Laundry and hygiene facilities	3.1.1
Regulation 107	Space requirements—indoor	3.1.1
Regulation 108	Space requirements—outdoor	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	3.1.1
Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1
Regulation 115	Premises designed to facilitate supervision	3.1.1
Regulation 116	Assessments of family day care residences and approved family day care venues	3.1.1
Regulation 117	Glass (additional requirement for family day care)	3.1.1
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

## Quality Improvement Plan for Quality Area 3

### Summary of Strengths

Monash Preschool is located in a purpose built preschool which adjoins Monash Primary School and, in 2019, amalgamated with the school to become a site-based preschool. Prior to 2019, Monash Kindergarten used the school facilities such as library, computing room, COLA and oval. In 2011, Monash Playgroup won a grant which provided the preschool with a new purpose built playground. In 2012 we replaced a shade structure over our sand pit with further development in this area including a memorial dinosaur garden which incorporates a water course and working water volcano. 2012 also saw a number of trees planted to help shade our yard, including three trees designed to shade the swings in future years and a large black board installed along our back wall. During 2015, leadership supported our parent community to fund-raise towards procurement of a cubby house. Our outdoor learning environment has some open ended fixed spaces such as platforms, a hill, water-course, sandpit, veranda, amphitheatre, scrub area and lawn areas which the children freely access. Children's voice is integral in the selection of moveable equipment on a daily basis. The sand pit is large and allows for many children to explore and collaborate both independently and in groups. Our front outdoor learning area is a natural play environment promoting imaginative and dramatic play using loose parts naturally available. The amphitheatre provides an area large enough for all children and staff to share fruit-time and other activities together.

Parents contribute to cleaning by participating in a clothes and toy washing roster. We practice recycling processes such as re-using yoghurt containers, sorting paper and plastic rubbish for recycling and re-using food scraps. The centre has a good balance of natural and artificial light. All doors have automatic closures and finger guards, gates also have automatic closures from 20mm. We have signs on all entry gates reminding children not to climb gates and reminding families and visitors to only let their own children through the gate. In 2016 we purchased a new group time cupboard ensuring regularly used group time resources are always at hand. We have a quiet area available both inside and outside, for children who wish to enjoy privacy in play. Play areas are varied and designed to be accessible to all children of varying abilities and interests.

Some resources are stored in open shelving within the learning environment to allow children to access desired equipment to support their learning. Children are encouraged and supported to keep learning spaces tidy, well maintained and free of clutter to assist with the safe and easy navigation of the learning environment.

Identified hazards or required maintenance is reported to and actioned by relevant site staff, namely the Work Health Safety Manager and the Grounds Manager.

## Key Improvements Sought for Quality Area 3

Standard/ Element	Need identified during self-review	Goal/Priority	Priority (LMH)	How will we get this? (Strategies)	Success criteria	Due Date
3.1.1 3.2.1	<p>*Access to preschool for prams and mobility impaired needs consideration.</p> <p>*Amalgamation with school provides opportunity to reconsider positioning of preschool entrance relative to admin office and school entrance.</p> <p>*Nature play space provides many benefits and is popular with children, could consider expanding access for school children.</p>	<p>*Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.</p> <p>*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.</p>	M	<p>*Audit availability of shade for preschool children.</p> <p>*Explore possibility of expanding the nature play area and including access for early years across the site.</p> <p>*Engage a process for community consultation in regards to Amalgamation grant money to ensure most effective use of money for Early Years.</p>	<p>*Improved access to preschool yard and building area for prams and mobility impaired.</p> <p>*Clear access/entrance to the site, with direction to admin office, preschool and school classrooms.</p> <p>*Exploratory play opportunities are increased with nature play/outdoor play areas expanded.</p> <p>*Connection between preschool and early years of school built through access to play areas.</p>	End T4
3.2.2	<p>*Many resources have been purchased to support learning over a period of time, however new staff are unfamiliar with what is available and how equipment is organised and stored.</p>	<p>Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.</p>	L	<p>*Review current equipment and consider suitability for play based learning.</p> <p>*Admin staff support clear documentation of current resources and equipment (inventory).</p> <p>*Establish a process for purchasing new equipment to ensure it is suitable and has multiple uses to ensure value for money and promotion of imaginative and exploratory play.</p>	<p>*Purchases are made aligned with suitability criteria, barcoded or recorded on equipment inventory and maintained appropriately.</p> <p>*Inventory is updated when new equipment is purchased or older equipment is discarded.</p>	End T4
3.2.3	<p>A number of successful recycling practices are in place, however soft plastics form the bulk of our landfill.</p>	<p>The preschool cares for the environment and supports children to become environmentally responsible.</p>	H	<p>*Develop a "Soft plastics recycling process" based on the system already in place for other recyclable materials.</p> <p>*Programming and planning is designed to teach children about soft plastics and how to recycle them.</p>	<p>*Children independently use recycling bins appropriately.</p> <p>*Children share their knowledge and transfer their understanding by sharing with families and children in the R/1 class.</p> <p>*Parents provide feedback about the impact of children's learning on their practices at home.</p>	End T1

*Information regarding our progress towards achieving these goals can be obtained by contacting our admin office.*

## 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. Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the Education and Care Services National Regulations for more information.

### Quality Area 4: Standards and elements

<b>Quality Area 4: Standards and elements</b>		
<b>Standard 4.1</b>	<b>Staffing arrangements enhance children's learning and development.</b>	
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
<b>Standard 4.2</b>	<b>Management, educators and staff are collaborative, respectful and ethical.</b>	
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

## National Law and National Regulations underpinning Quality Area 4

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 4 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated Element
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1
Section 161	Offence to operate education and care service without nominated supervisor.	4.1.1
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	4.1.1
Section 162	Offence to operate education and care service unless responsible person is present	4.1.1
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	4.1.1
Section 164	Offence relating to assistance to family day care educators	4.1.1
Section 164A	Offence relating to the education and care of children by family day care service	4.1.1
Section 169	Offence relating to staffing arrangements	4.1.1
Section 269	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 117A	Placing a person in day-to-day charge	4.1.1
Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1
Regulation 118	Educational leader	4.1.1
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1

Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 153	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 154	Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1

## Quality Improvement Plan for Quality Area 4

### Summary of Strengths

All staff at Monash Preschool accept responsibility for ensuring our preschool operates as a positive and professional learning community. Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

Until end of 2018, prior to amalgamation, all ECW relievers employed at the site held a minimum Certificate III in Children's Services and the Director held a Graduate Diploma in Strategic Leadership. From 2019, as a site based preschool, contracted SSOs and relief SSOs hold a minimum Certificate III in Children's Services and the teacher has a degree in Early Childhood. The Principal has a Bachelor of Early Childhood (Honours) and Masters of Education. Qualifications of contracted staff are framed and displayed on centre walls. We maintain regular teacher and SSO relievers when possible to ensure consistency for children and these relievers are offered inclusion in Child Free Days and Training and Development opportunities. Absent staff are replaced to maintain educator to child ratios. Monash Preschool has a history of supporting Pre-service teachers and TAFE students for placement during their study.

Training and development is expected for all staff and offered through external providers and by sharing the expertise within the site and across Partnership. New staff practices and ideas are accepted and ideas from training are shared at staff meetings and responded to.

Educators are focused, active and reflective throughout the day and make spontaneous changes to the program or group times to meet the needs or interests within the group. Staff are always with the children and tag to go inside or out when necessary.

Discussion with families is sought to ensure inclusivity and sensitivity and staff seek further knowledge when necessary to provide an environment that is diverse and differences are acknowledged, valued and respected. All interactions with or between children, families and other staff members are expected to be respectful and accepting at all times. Skills, contributions and achievements are acknowledged and celebrated through newsletters, Class Dojo, personal letters, notice boards, etc.

Required educator:child ratio is always maintained, supporting our child initiated learning approach. We share a photographic display of staff each day. Preschool staff meetings are held fortnightly and regular items on the agenda include areas such as 'Work Health and Safety', individual needs, targeted group work, parent conversations and reflection on children's learning. Whole site staff meetings are held weekly, and preschool staff attend meetings specifically related to their role.

As part of the self-review cycle, a Child Free Day is scheduled in Term 4 for educators to reflect on our Statement of Philosophy, monitor progress against targets, reflect on strengths and improvement areas and celebrate successes.



## Key Improvements Sought for Quality Area 4

Standard/ Element	Need identified during self-review	Goal/Priority	Priority (LMH)	How will we get this? (Strategies)	Success criteria	Due Date
4.2.1	New opportunity for educators across the Early Years (Preschool-Year 2) to work together and share expertise due to amalgamation.	Educators collaboratively plan and implement quality programs that support each child's learning and development and engage in challenging conversations to build each other's skills and strengths.	M	<ul style="list-style-type: none"> <li>*Explore currently existing opportunities/structures/routines that would support teachers P-2 to begin making connections and work together.</li> <li>*Consider ways the preschool children and staff can be involved in school based events/activities i.e. Harmony Day, Sports Day, assemblies, Family Information Night, Learning Discussions.</li> <li>*Provide time for educators P-2 to work collaboratively as per the "Team Meeting" process established for R-7 teachers.</li> </ul>	<ul style="list-style-type: none"> <li>*Timetable reflects P-2 teachers collaboratively planning together.</li> <li>*Agendas and minutes of Team meetings reflect collaboration and sharing of expertise.</li> <li>*Observation and feedback structures involve teachers P-2.</li> <li>*Children P-2 access learning/tasks that support their personal goals and work with a range of teachers/peers to do this.</li> </ul>	End T3
4.2.2	Performance and Development processes to be reviewed due to amalgamation. New staff need to become more familiar with National Quality Standards and Professional Standards for Teachers.	A clear link with the National Quality Standards and Professional Standards for Teachers is made during Performance and Development planning. NQS and PST clearly guide practice, interactions and relationships.	H	<ul style="list-style-type: none"> <li>*Support from Early Years Leader (Helen Barney) to assist new Principal and teacher to understand the NQS. Scheduled meeting times throughout the year and also ad-hoc basis as the need arises.</li> <li>*Use the NQS Audit tool to determine areas of strength and areas to focus on.</li> <li>*Align Performance and Development planning to incorporate NQS and AITSL Standards to guide teacher development/goal setting.</li> </ul>	<ul style="list-style-type: none"> <li>*Principal and teacher are more familiar with NQS and reflect on how practice, interactions and relationships align with Standards during self-review processes.</li> <li>*Evidence of Performance and Development planning incorporating NQS and AITSL Standards.</li> </ul>	End T2

*Information regarding our progress towards achieving these goals can be obtained by contacting our admin office.*

## 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

Quality Area 5: Standards and Elements		
<b>Standard 5.1</b>	<b>Respectful and equitable relationships are maintained with each child.</b>	
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
<b>Standard 5.2</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships.</b>	
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

## National Law and National Regulations underpinning Quality Area 5

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 5 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 166	Offence to use inappropriate discipline	5.1.1, 5.1.2, 5.2.2
Regulation 155	Interactions with children	5.1.1, 5.1.2, 5.2.2
Regulation 156	Relationships in groups	5.2.2

## Quality Improvement Plan for Quality Area 5

### Summary of Strengths

At Monash Preschool, we value relationships with children and their families. We strive to ensure children and their families feel welcome, respected and safe. We achieve this by getting to know each child and their family, holding special events at the preschool where the children are able to bring along a family member and by warmly greeting each child and their carer by name as they arrive each day.

We celebrate children's achievements on a daily basis. Multicultural backgrounds are embraced at Monash Preschool when we learn songs and basic counting and language from the cultures represented within our preschool. Flags of all countries representative of our preschool community are displayed prominently and days of cultural significance are celebrated at preschool under the guidance of those families eg Greek Easter, Indian Diwali festival.

During interactions with children, staff use calm voices. Using names, eye level conversations, time to respond and settle are strategies used to develop relationships with children. During learning experiences, staff are encouraged to provide respectful and thoughtful responses that allow and/or encourage the child to explore ideas further and to retry if necessary. Our regular response to a child who says they can't do something is 'YET', "You can't do it YET!" encouraging persistence and confidence to have another go. The You Can Do It programme's 5 key dispositions for successful living provide a basis for our programme and language of learning with children, with many children using the language of persistence and confidence themselves as well as encouraging each other (and staff!) to 'have a go' and 'keep trying'. During the amalgamation, the preschool and school will connect the "Social and Emotional Learners Framework" so that it provides a foundation of developing social and emotional learners Preschool to Year 7.

Throughout the day children are exposed to many opportunities that encourage collaborative learning which helps promote a sense of belonging. Our Daily Routine is flexible to allow children adequate time to fully engage in their play. In 2017, staff made the decision to move morning fruit time and group time to allow children the opportunity for a longer period of free play, supporting deeper involvement.

Creations such as block buildings are often retained for further development on the next preschool day with children accessing an individually named STOP sign to raise awareness to others of 'a work in progress'. Other children are included in celebrating work of others, we encourage children to show or help each other.

Children at Monash Preschool are supported to manage their own behaviour and understand how their actions affect others, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts, by staff providing clear and reasonable instructions and giving children choices when necessary. Consequences to inappropriate behaviour are fair and appropriate and support is given to the child after any episode of inappropriate behaviour. Quiet thinking areas are available both indoors and outdoors for children to have 'alone' time when they feel the need.

Confident and able children are encouraged to sit with, help and support friends who could benefit from a friend at group times. The introduction of Mat Buddies at the beginning of the year encouraged children to alternate peers to sit with at group time, with a positive result for some children who widened their friendship group. Children are always encouraged to find a preschool friend to help with a smock, a hat search, etc, encouraging collaboration, meaningful interactions, effective communication and supporting one another's wellbeing.

Children's engagement levels are monitored with the Process Oriented Monitoring System tool (POMS) as part of our assessment timeline and shared at whole staff meetings twice per year. Findings are then discussed and children requiring support are identified and targeted in programming. Documentation is also entered into each child's individual Statement of Learning for sharing with parents each term.

Children requiring a change of clothes are encouraged to change themselves where possible and staff will assist when requested. This occurs in a toilet cubicle, maintaining children's dignity.

## Key Improvements Sought for Quality Area 5

Standard/ Element	Need identified during self-review	Goal/Priority	Priority (LMH)	How will we get this? (Strategies)	Success criteria	Due Date
5.2.2	Maintain a focus on developing independent, self-directed, motivated and regulated learners.	Each child is supported to regulate their own behaviour, respond appropriately to behaviour of others and communicate effectively to resolve conflicts.	H	*Implement the You Can Do It program as a basis for the language of dispositions and consider aligning current practice of the program with the school's Social Emotional Learners Framework.	*Children develop their understanding of the dispositions of a social-emotional learner. *ILPs reflect children's progress in developing as a social-emotional learner. *Preschool and school language is aligned to support smooth transitions and to build a community understanding of the language of learning at Monash.	End T4

*Information regarding our progress towards achieving these goals can be obtained by contacting our admin office.*

## 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

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.

## National Law and National Regulations underpinning Quality Area 6

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 6 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 175	Offence relating to requirement to keep enrolment and other documents	6.1.3, 6.2.1
Regulation 157	Access for parents	6.1.1

## Quality Improvement Plan for Quality Area 6

### Summary of Strengths

We offer new parents an opportunity to attend a Pre-Entry meeting where we provide a Welcome Pack and introduce them briefly to the Australian Early Years Learning Framework (EYLF), Preschool Indicators of Literacy and Numeracy and National Quality Standards, and our teaching pedagogy. This offers them the chance to meet staff, walk around the centre (if they are unfamiliar with it), find out about what happens at Monash Preschool, eg our daily routines, what their child will need to bring, etc. This meeting also gives parents the opportunity to share information about their child and raise any questions or concerns they may have around their child starting preschool.

At Monash we have a strong family involvement and embrace cultural inclusion and celebrations in planning. Parents are encouraged to stay on in the mornings and spend time engaging in their child's learning. Special events are held throughout the year which provide opportunities for all parents and significant others to be involved in events such as Twilight Preschool, fund raising events, Mother's and Father's Day Breakfasts, Obstacle-a-thon and the annual Art Show. Monash Preschool combines with the co-located Monash Primary School for the major fundraiser each year – the Mammoth Monash Market.

Staff and families engage in daily informal conversations and parents are also invited to attend a learning discussion at least once a year where we discuss their child's learning journey through the individual Learning Books, their Statement of Learning and data collected.

At Monash we have a very good relationship with the local primary school staff and children (which is now amalgamated as of 2019). On a weekly basis we enjoy using the school and a fruit platter provided by school. We combine with the school for emergency drills, and we are pleased to be included in special events/concerts at the school. During recess and lunch children regularly socialise with staff and friends/siblings through the fence. School and preschool staff meet during Term 3 to discuss transition, sharing information on children's development, interests and needs.

We value our place in the wider community and believe it is important that our children have an opportunity to support local organisations. External Support agencies as well as private providers are welcomed into the preschool. When required, we have regular visits from private speech pathologists and Occupational Therapists facilitating support for children to access identified support and staff and service providers have relished the reciprocal professional development this exchange of information presents. 2015 Parent Opinion Survey responses showed great improvement from previous years with 58% returned. Staff employ strategies such as 'the personal approach' and regular reminders are posted in newsletters. In 2017 the Parent Opinion Survey was altered to a shorter version to encourage more feedback from families.

Communication with families includes SMS, informal and formal chats, fortnightly preschool and whole site newsletter and Class Dojo.

## Key Improvements Sought for Quality Area 6

Standard/ Element	Need identified during self-review	Goal/Priority	Priority (LMH)	How will we get this? (Strategies)	Success criteria	Due Date
6.1.1 6.1.2	Maintain expectations and strong connection with families during amalgamation year.	<p>*Families are supported from enrolment to be involved in the preschool and contribute to decisions.</p> <p>*The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.</p>	H	<p>*Preschool staff intentionally provide families a range of mediums to be connected with and involved in their child's learning and the happenings of the preschool. For example, Class Dojo, regular preschool newsletters to complement whole site newsletters, Governing Council sub-committee, Floor book to share learning, twice a year scheduled learning discussions.</p> <p>*Clarify roles and responsibilities of communicating with families between admin office staff and preschool staff now we are a site-based preschool.</p> <p>*Develop a communication log as per current school practice, staff meeting agenda to reflect on who has had connection with preschool staff each fortnight.</p> <p>*EALD or low literacy level families considered and planned for.</p> <p>*Families are invited to participate in surveys or provide feedback to staff about how they can support the learning program, upcoming events, etc.</p>	<p>*Family Info Handbook is reviewed, clearly outlining how families can be involved in the preschool and the various communication options.</p> <p>*Roles and responsibilities are documented to clarify the responsibilities of all personnel involved in preschool communication from enrolment to end of year.</p> <p>*All families build a connection with the preschool and there is evidence of their involvement/communication on a regular basis.</p> <p>*Data collected for one week each term to ensure 100% of families are supported to be involved in the preschool.</p>	End T3
6.2.1	The role of the preschool in setting children up for success as they transition to school will be reviewed and clearly documented.	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.	M	<p>*Review preschool-school transition agreements to build an understanding of current practice.</p> <p>*Clearly document timelines in line with site-based preschool needs.</p> <p>*Consider how families can be involved in and support their child's transition to school.</p> <p>*Review the extent to which current information sharing processes that support transition to school facilitate children to set up for success.</p>	<p>*Preschool and school staff are clear on their role in supporting children to transition successfully to school.</p> <p>*Information shared between preschool and school is relevant and timely.</p> <p>*Families are aware of their role in supporting their child to transition successfully to school and how they can support both the preschool and school.</p>	End T3

*Information regarding our progress towards achieving these goals can be obtained by contacting our admin office.*

## 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.

<b>Quality Area 7: Standards and Elements</b>		
<b>Standard 7.1</b>	<b>Governance supports the operation of a quality service.</b>	
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service's operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
<b>Standard 7.2</b>	<b>Effective leadership build and promotes a positive organisational culture and professional learning community.</b>	
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.



## National Law and National Regulations underpinning Quality Area 7

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 7 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3
Section 56	Notice of addition of nominated supervisor	7.1.2
Section 56A	Notice of change of a nominated supervisor's name or contact details	7.1.2
Section 161	Offence to operate education and care service without nominated supervisor	7.1.2
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	7.1.2
Section 162	Offence to operate education and care service unless responsible person is present	7.1.2
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	7.1.2
Section 163	Offence relating to appointment or engagement of family day care coordinators	7.1.2, 7.1.3
Section 164	Offence relating to assistance to family day care educators	7.1.2
Section 164A	Offence relating to the education and care of children by family day care service	7.1.2, 7.1.3
Section 165	Offence to inadequately supervise children	7.1.2
Section 166	Offence to use inappropriate discipline	7.1.2
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2

Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children's attendance record to be kept by approved provider	7.1.2
Regulation 159	Children's attendance record to be kept by family day care educator	7.1.2
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2

Regulation 169	Additional policies and procedures—family day care service	7.1.2
Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – staff members	7.1.2

Regulation 358 Victoria	Working with children check to be read	7.1.2
Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2

## Quality Improvement Plan for Quality Area 7

### Summary of Strengths

Prior to amalgamation, Monash Kindergarten has a history of having a very strong and supportive Governing Council which met twice a term and actively supported events held at the kindergarten. AGMs were held in November each year, immediately following the Pre-entry meeting as a strategy to inspire new families to join Governing Council for the following year. Governing Council members reviewed and approved all policies according to the policy register, provided guidance and helped guide the priorities in the Quality Improvement Plan, supporting a positive organisational culture. Policies 'currently under review' are shared with all families at the parent sign-in desk, for wider community input.

At the end of 2018, with the closure of Monash Kindergarten, the Monash Primary School Governing Council unanimously agreed to amend the Constitution to ensure at least one representative from the preschool is a member of the site's Governing Council each year. In 2019, there are two preschool families on Council.

All staff, including relief staff, hold a current authority to work certificate and all staff forms, qualification and training certificates are stored in the admin office. A register of staff training expiry dates is maintained.

Prior to 2019, the Director delegated site administration tasks to other staff, who willingly shared the duties. All staff were invited to attend staff meetings and Child Free Days, to enable their input and involvement into programming, reporting, QIP, WHS practices and day-to-day systems. From 2019, the Principal is responsible for the effective leadership of the Preschool, and works collaboratively with the teacher to provide a high quality program. Administrative tasks have been streamlined where possible, and undertaken by the school admin staff as per school processes. The teacher has additional administrative time allocated each week to support the Principal to ensure effective leadership and management of the preschool. The SSO staff are actively involved in planning and programming, and are essential to the provision of a high quality program.

Every effort is made to employ consistent relievers to ensure stability for staff, children and families and provide continuity for children's learning and wellbeing. Relief staff are managed through the admin office.

All staff are committed to a cycle of continuous improvement, critical reflection and self-review to set further goals both individually and as a team. Prior to 2019, Performance Development Meetings were held bi-annually and scheduled for week 8, Term 1 and 3 to ensure regularity and sufficient preparation time. From 2019, Performance and Development planning enables staff to connect with colleagues across the site to develop and meet their goals. Staff are involved in conversations with the Principal as well as Team Meetings and focussed colleague conversations. PDPs are closely aligned with site priorities and reflective of personal goals, and incorporated into the review cycle.

Records and information are stored appropriately in the preschool office or admin building. Information is shared with families on a regular basis via newsletters, notices at sign-in desk, conversations with parents during drop offs and pick-ups, Learning Discussions, Facebook page, SMS, Class Dojo and notes home via children's note pockets. The centre has a mobile phone to enable staff to text and use Dojo to share information about children and share in special achievements as they occur. Grievances are managed according to the Grievance procedures, dealt with in a timely manner and documented.

## Key Improvements Sought for Quality Area 7

Standard/ Element	Need identified during self-review	Goal/Priority	Priority (LMH)	How will we get this? (Strategies)	Success criteria	Due Date
7.1.1	Amalgamated site-based preschool with new staff	Update statement of philosophy to reflect the quality practices, principles and beliefs that guides preschool operations	H	<ul style="list-style-type: none"> <li>*Staff, with support of Early Childhood Leader, to review current philosophy through deep questioning.</li> <li>*Consider how philosophy aligns with school statement of purpose and learner frameworks.</li> <li>*Consult with families, children and Governing Council for feedback.</li> <li>*Deliberate reference to philosophy and reflection during staff meetings and self-review processes as per calendar.</li> </ul>	<ul style="list-style-type: none"> <li>*Philosophy is on display and communicated with families.</li> <li>*Philosophy aligns with the school statement of purpose.</li> <li>*Philosophy is referenced during decision making, planning and programming, and communication.</li> </ul>	Mid-Term 2
7.1.2	Amalgamated site-based preschool with some policies needing to be reviewed and able to be aligned with school	Review policies and develop a review cycle as per standards. Policies are aligned with school where possible.	H	<ul style="list-style-type: none"> <li>*Leader and teacher gather all current policies, then admin staff check policies against required lists.</li> <li>*Policies that can be aligned with school policies are merged accordingly by admin staff.</li> <li>*New policies and procedures relevant to site-based preschool are drafted by staff.</li> <li>*All policies are shared with Governing Council and families for input and endorsement.</li> <li>*Review cycle is determined and followed.</li> </ul>	<ul style="list-style-type: none"> <li>*Updated policies and procedures are documented and displayed in folder for access by all, including families.</li> <li>*Specific procedures are displayed in relevant locations, eg toileting, nappy change, first aid.</li> <li>*Review cycle is clear and incorporated into self-review calendar.</li> </ul>	End T2
7.2.3	Amalgamated site-based preschool with new staff	Self-review calendar reflects PDP review and meeting times.	M	<ul style="list-style-type: none"> <li>*Leader works with preschool staff to incorporate PDP planning and review into calendar i.e. meeting times, training and development.</li> </ul>	<ul style="list-style-type: none"> <li>*Preschool staff are involved in PDP reviews and discussions as per whole site calendar cycle.</li> </ul>	End T2

*Information regarding our progress towards achieving these goals can be obtained by contacting our admin office.*