



SCHOOL-BASED PRESCHOOL



Australian Children's
Education & Care
Quality Authority

Appendix 2: Quality Improvement Plan template

June 2014

Service details

Service name	Service approval number
Padthaway Primary School Based Preschool	1630 SE- 00010759
Primary contact at service	
Catherine Biggins	
Physical location of service	Physical location contact details
Street: 67 Vogelsang Road Suburb: Padthaway State/territory: South Australia Postcode: 5271	Telephone: 08 87655028 Mobile: Fax: 08 87655109 Email: Cathie.Biggins11@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Trish Strachan DECD –Head Office for Children and Young People and ECD Telephone: 08 82261000 Mobile: Fax: 0882263463 Email: trish.strachan2@sa.gov.au	Name: Catherine Biggins Telephone: 08 87655028 Mobile: 042910532 Fax: 08 87665109 Email: Cathie.Biggins11@schools.sa.edu.au

Postal address (if different to physical location of service)	
Street: Care of Post Office Suburb: Padthaway State/territory: South Australia Postcode: 5271	

Please note when reading Quality Improvement Plan

Blue type is information written by Peta Fraser (2013)

Red type is information written by Michelle Lampard (2014), pre-assessment visit

Green type is information written by Michelle Lampard (2014), post-assessment visit

Operating hours

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

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

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time (Odd Wks)			8:45	8:45			
Closing time (Odd Wks)			15:30	15:30			
Opening time (Even Wks)		8:45	8:45	8:45			
Closing time (Even Wks)		15:30	15:30	15:30			

Additional information about your service

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

There is adequate parking in front of the school, and additional parking in the area adjacent the eastern side of the School.

Padthaway Primary School and School Based Preschool observe standard South Australian school holiday dates. Pupil-free days are set in consultation with Governing Council, as needed.

15 hours' Universal Access is offered over an odd/even week roster, with the odd week having the shorter number of days.

How are the children grouped at your service?

A small group of 10 children normally attends Preschool in 2014.

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

Principal, Cathie Biggins

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: 1 Mrs Michelle Lampard, 6822 Riddoch Highway, Padthaway, SA, 5271

Service statement of philosophy

At Padthaway School-Based Preschool we believe learning is a lifelong journey and therefore early childhood is the foundation on which children build the rest of their lives. We acknowledge that parents are a child's first teacher and that collaborative relationships between educators and families are essential for engaging in active learning. We promote the education pedagogy that children learn through play and conversation and that they develop at different rates and with different dispositions. As such they should have a learning environment which is responsive to their individual needs. Due to the fact that children bring with them a pre-existing set of skills, abilities and knowledge bank, what they can do rather than cannot is the starting point in their learning. This process of valuing adding, through the key concepts of play and conversation, is the fundamental function of Preschool in children's education experience.

As a School-Based Preschool we share the physical space with the Padthaway Primary School. Also we

Children

We believe:

- Children are capable and resourceful learners who are active contributors to their own learning
- Children need to be valued as individuals, within the context of their family and their community.
- Children can develop confidence and positive **self-belief** through an inclusive, supportive and secure environment
- Children learn from everything that happens to them and around them
- Children who are encouraged to think for themselves become more independent

Therefore we:

- Implement a play-based curriculum program based upon the principles outlined in the National Early Years Learning Framework (EYLF) – 'Belonging, Being & Becoming'
- Strive to empower children with a sense of **hope and purpose**, by using their thoughts and ideas to develop the program
- Promote each child's confidence and positive self image through a range of developmentally appropriate opportunities to discover, create, improvise, imagine, problem-solve, test ideas, challenge thinking and engage in meaningful conversation.
- Ensure that provisions, experiences and opportunities build upon each child's understandings, skills, values and sensitivities and promote success
- Implement an inclusive approach to positively support children's growth of identity, self-esteem and critical thinking
- Encourage each child to reach their full potential in accordance with their individual ability in an environment in which they are safe, secure and accepted
- Allow children the time and space to produce work of quality and depth and to discover the pleasure of learning

- Understand that children learn through action rather than instruction

Families

We believe:

- Trust, respect and collaboration form the basis for strong partnerships between families and staff
- Families, children and staff form a caring community and everyone has the right to be acknowledged, consulted, informed and involved in decision making
- In the integral importance of family involvement to a high quality program

Therefore we:

- **Are accountable** through open and constructive communication with families which includes discussions, child portfolios, communication booklets and newsletters
- Strive to have empathy and be responsive to family needs, and provide support when required
- Encourage families to engage in meaningful participation within the program with questionnaires, feedback opportunities and reviews of children's progress

Curriculum programming

We believe:

- Children learn through collaboration and communication with other children and adults and through interacting with the environment
- Children need opportunities to practise and consolidate their skills in key learning areas including: language and literacy; creative and expressive arts; mathematics; science and social and emotional development and work towards learning outcomes as expressed in the Early Years Learning Framework (EYLF) – 'Belonging, Being & Becoming'
- A rich, stimulating and nurturing environment has the potential to stimulate imagination, promote creativity and enhance aesthetic development
- Diversity within wider community should be respected and celebrated and that we can play a role in fostering and developing a social conscience among children with a view to addressing social inequities

Therefore we:

- Implement a flexible program that is responsive to the evolving nature of the early childhood environment and that provides for different learning styles
- Make observations of children and document their work to form the basis of the program
- Use both the indoor and outdoor environment to encourage the children's ability to observe, perceive, explore, investigate, imagine, make choices and problem solve
- Provide attractive, well maintained play areas, with the thoughtful use of furnishings and displays
- Introduce children to a wide range of social and cultural experiences, family types and different ways of doing things so they will learn to value diversity, learn **resilience** and

to accept challenges they may face and become fully realised members of society

- Encourage **empathy and respect** for individuals through recognition of individual cultural values and beliefs

Staff

We believe:

- In employing staff who are committed to working for the best interests of children and families
- That each staff member brings fundamental, personal qualities to the learning environment such as empathy, respect, warmth and a passion for learning
- In the importance of creating an environment of collegiality where personal and professional contributions are valued, communication is open and confidentiality is maintained

Therefore we:

- Provide opportunities for staff to share in decision-making and to obtain feedback
- Provide a safe and comfortable working environment with release time for programming and other duties
- Provide ongoing professional development for staff
- Have respect for individual differences, strengths and needs amongst the members of staff
- Seek professional challenges and take up opportunities for career development and increased professional knowledge through Training and Development and other forums

Community

We believe:

- We must strive to be a centre of excellence for Early Childhood education within our community
- We are a central link to information and support services within the wider community
- In the importance of nurturing established relationships with community organisations and council
- The needs of children, families, staff and the community are constantly changing and that ongoing evaluation is essential to create a service that is responsive to those needs

Therefore we:

- Ensure that we operate within the guidelines set down by governing and professional bodies
- Use the established channels of communication with committee, council and the community

- Participate in community events and invite community to actively participate in Preschool learning experiences
- Evaluate our centre goals and program regularly

Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	
	Element 1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, and confidence as learners and effectiveness as communicators.
	Element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
	Element 1.1.4	The documentation about each child's program and progress is available to families.
	Element 1.1.5	Every child is supported to participate in the program.
	Element 1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.
Standard 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
	Element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	Element 1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
	Element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

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

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

Quality Improvement Plan for QA1

Summary of strengths for QA1

Strengths
<ul style="list-style-type: none"> • Embracing the Early Years Learning Framework (EYLF) and has moved from linking learning stories/programs with the South Australian Curriculum Standards and Accountability Framework (SACSA) to beginning to link them with the EYLF • Display for parents demonstrating the strategies they may use in the preschool which encourage 'Being, Belonging and Becoming'. These have also been linked to the outcomes in the EYLF • Information about the EYLF and National Quality Framework (NQF) is provided for families which is stored in labelled baskets • Program templates demonstrate an understanding of the concepts involved in the EYLF and show that curriculum decision making contributes to each child's learning and development. • The template includes concepts such as focus children, space dedicated to children's interests, parent input, future planning and the indoor/outdoor environment • Considerable changes have been made to the programming structure and the level of information gathered from parents and children which has enabled them to ensure that each child's experience, knowledge and ability is taken into account when the program is developed • Educator was observed extending on children's interests

- The service has adapted their daily routine in response to the last Assessment & Rating visit and now allow children sufficient time to explore and their movement as a group is based on children's needs
- Educator has ideas and strategies to put in place to document each child's program and progress
- Educators were observed consistently supporting children to engage in the program
- Educators adapting the play environment so that all children could take part in experiences offered
- Preschool has adapted their routines for the day to ensure that the children are able to make choices and have a routine that suits their needs
- Educators were observed using open ended questioning, deep level questioning and extending on children's play to scaffold and extend children's learning
- The service has identified the processes as a way to critically reflect on children's learning

Key improvements sought for QA1

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, and confidence as learners and effectiveness as communicators.	
	Identified issue	Create cohesive planning cycle with stronger underpinning involving EYLF
Element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	
	Identified issue	Complete documentation to reflect the depth of understanding or knowledge gathered from each child

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
1.1.1	Use of SACSA has been replaced with EYLF and BBB document	H H	Use the EYLF and BBB Catalogue EYLF and BBB into basket for easy access	Using these documents Concepts contained in documents are embedded into program and timetable	Throughout 2013 By end of 2014	Have been using Used documents to prepare 2014 program and timetable Documents are readily available and used constantly
1.1.2	Make planning from child interests more transparent, document more clearly	H H	Have developed a chart to document children's ideas Use of floorbooks for planning and programming to indicate possible lines of discussion (PLODs) Notation in daily diary when resource or discussion point was child requested or driven	Starting to work from children's ideas Friday planning session will revolve around ideas initiated by children's interests Notations made each day and reviewed during Friday for further development of idea	Throughout 2013 Each planning session Each planning session	Needs some dedicated time during planning sessions Beginning floor book in week 4 Community floorbook was begun in term one Preschool experiences floorbook was begun in term two Each day shows activity which was child initiated Diary is update on daily or weekly basis
1.1.6	Become more explicit in the development of child's decision making skills	M H	Create learning from children's decisions Give choices during inside and outside learning play for child to make choice of activity and stay with activity for sustained period of time	Where child's learning leads from decision Child will choose different options each session to ensure they experience they full potential of time spent in Preschool	Throughout 2014	Timetable is working well for children and choosing different options is beginning to become more apparent as children become more comfortable with structure

		H	Use language of Play is Way in reference to strong and weak choices during behaviour modification discussions	Can articulate the logical consequence for inappropriate behaviour and help to decide what follow up action (if any) will need to be taken	Throughout 2014	Language is working well and logical consequence is concept they appear to understand
1.2.1	Educator to improve ways of planning and assessment of each child's learning	H	Educators visited other Kindys to examine their planning and assessment	Learning stories/Child profiles	By end of term 1, 2014	<p>Need to complete training but start has been made and P.Fraser to read and assist first efforts</p> <p>Learning stories have been started and profiles begun at beginning of term two</p> <p>Visit to Robe Kindergarten allowed M.Lampard to see other programming and profile templates</p> <p>M.Lampard involved with HUB group of other school based Preschool educators</p>
		H	Floor books course completed by educator	Contribution to floor book	By end of term 2, 2014	<p>Course completed and initial floor book about community has been started</p> <p>Preschool experiences floorbook was begun in term two</p>
		H	Program template developed from examples seen online and from nearby Kindy's	Planning template is completed and aligned with EYLF and BBB documents	By week 3 term 1, 2014	<p>Program document in progress</p> <p>Program document is used to plan experiences</p>

1.2.3	Critical reflection of children's learning and development both as individual and in groups is regularly used to implement program	H	Each child has an individual plan with identified goals and evidence	<p>Implement new individual template using strengths, areas of development and next steps</p> <p>Group and individual learning stories are included in portfolio books</p> <p>Ongoing reflection of term planning and individual learning experiences</p>	<p>By the end of term 2 stories will be written for each child and 5 group stories</p>	<p>Template has been written</p> <p>Some learning stories have been written and some are in note form</p> <p>Reflection in diary and floorbook is noted and cross referenced when future plan has been completed</p>
-------	--	---	--	---	--	--

Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

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



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

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

2.1.1, 2.1.4, 2.3.2	regulation 90	Medical conditions policy
2.1.1, 2.1.4, 2.3.2	regulation 91	Medical conditions policy to be provided to parents
2.1.1, 2.1.4	regulation 92	Medication record
2.1.1, 2.1.4	regulation 93	Administration of medication
2.1.1, 2.1.4	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.1, 2.1.4	regulation 95	Procedure for administration of medication
2.1.1, 2.1.4	regulation 96	Self-administration of medication
2.3.3	regulation 97	Emergency and evacuation procedures
2.3.3	regulation 98	Telephone or other communication equipment
2.3.2	regulation 99	Children leaving the education and care premises
2.3.1, 2.3.2	regulation 100	Risk assessment must be conducted before excursion
2.3.1, 2.3.2	regulation 101	Conduct of risk assessment for excursion
2.3.1, 2.3.2	regulation 102	Authorisation for excursions
	Related requirements	
2.3.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.1.1, 2.3.2, 2.3.3	regulation 161	Authorisations to be kept in enrolment record
2.1.1, 2.1.4, 2.3.2, 2.3.3	regulation 162	Health information to be kept in enrolment record

2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.3	regulation 168	Education and care service must have policies and procedures
2.1.3, 2.2.1, 2.3	regulation 168(2)(a)	Policies and procedures are required in relation to health and safety, including matters relating to: (i) nutrition, food and beverages, dietary requirements; and (ii) sun protection; and (iii) water safety, including safety during any water based activities; and (iv) the administration of first aid
2.1.4, 2.3.3	regulation 168(2)(b)	Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with regulation 85
2.1.4	regulation 168(2)(c)	Policies and procedures are required in relation to dealing with infectious diseases, including procedures complying with regulation 88
2.1.1, 2.3.3	regulation 168(2)(d)	Policies and procedures are required in relation to dealing with medical conditions in children, including the matters set out in regulation 90
2.3.3	regulation 168(2)(e)	Policies and procedures are required in relation to emergency and evacuation, including the matters set out in regulation 97
2.3.2	regulation 168(2)(g)	Policies and procedures are required in relation to excursions, including procedures complying with regulations 100 -102
2.3	regulation 168(2)(h)	Policies and procedures are required in relation to providing a child-safe environment
2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 177	Prescribed enrolment and other documents to be kept by approved provider: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92
2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92

Quality Improvement Plan for Q2]

Summary of strengths for QA2

Strengths	<ul style="list-style-type: none"> • Child's health needs are supported through information regarding medical needs and health issues is gathered at enrolment and displayed with photo for staff awareness of allergies or specific needs • Service has a quiet comfortable area in which cushions and books are available for children • Service has addressed the issues in regards to hand washing facilities as mentioned in the last Assessment and Rating report • Preschool follows the school policy on managing injuries and illness and infectious diseases and that a list of exclusion periods for infectious diseases is printed in their preschool handbook • Healthy eating is promoted • Physical activity is programmed for, particularly in the outdoor area, experiences such as sand play, water play and gardening and children are able to participate in spontaneous experiences such as climbing, running, obstacle courses and ball play • Inside physical play such as cutting, pasting and block building is available for children to develop their fine motor skills. • Since the last Assessment and Rating visit the service has implemented several strategies in order to ensure that pre-school children are easily identifiable and adequately supervised at all times • Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury • The whole school, including the preschool, practice fire drills once a term and plans for evacuations are displayed alongside a process to follow • Educators and support workers have Responding to Child Abuse and Neglect training up to date
------------------	---

Key improvements sought for QA2

Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child	
	Identified issue	Over 75% of healthy eating choices are not evident in all lunchboxes
Element 2.3.1	Children are adequately supervised at all times	
	Identified issue	Effective handover information is not currently being discussed between primary educator and relieving staff

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
2.3.1	For Preschoolers to have a specific play area with suitable equipment and supervision	H	Duty is only performed by Early Childhood trained/experienced educators or support staff	Supervision is carried out by educators or support staff who are Early Childhood trained/experienced	Beginning of 2014	Duty roster is working effectively
		H	Preschoolers will be given yellow hat to wear for fast and easy identification during recess and lunch breaks	Preschoolers are easily identifiable for supervising staff	Beginning of 2014	Concept is working well and duty change over is made easier due to high visibility of Preschoolers
		M	In future plans is to have Preschool building to feature dedicated play area			
2.3.2	Pre-schoolers will not have potential hazards in their outdoor environment	H	Sandpit to be checked for hazards when set up in the morning	No hazards are found in sandpit area	Each day	Process is working effectively
			Outdoor play is to be designed weekly with specific provisions for activities which require high supervision to only be undertaken during outside learning play times and packed away during recess and lunch	Outdoor area contains stimulating and interesting activities which do not present hazards to children during recess or lunch. High supervision activities, such as using tools, are only accessible during outdoor learning play times.	Beginning of 2014	Structure is working effectively

2.2.1	Healthy eating is promoted with food and drink provided by the service are nutritious and appropriate for each child	H	Families have clear understanding of healthy eating choices promoted in Preschool	Embark on learning journey with families based around healthy eating choices and nude food Will need to include; initial assessment of lunch boxes, group activities, images and displays of food options, information in newsletters, morning tea, discussion about image of packing and waste on environment	End of 2014	Children make own healthy choices regarding food provided in lunchboxes and can speak about why they've made the choices they have Parents provide over 90% healthy choices in lunchboxes
2.3.1	Children are adequately supervised at all times	H	All staff had read procedure and all staff are informed and knowledgeable about effective handover communication	Effective handover discussions conducted between primary educator and relieving staff resulting in children being supervised with same level of duty of care throughout the Preschool day	Ongoing	Ensuring information such as number of children present on the day and any discussions which have occurred is helping handover discussion

Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

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

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

Standard/element	National Law (section) and National Regulations (regulation)	
3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104	Fencing and security
3.2.2	regulation 105	Furniture, materials and equipment
3.1.1	regulation 106	Laundry and hygiene facilities
3.1.1	regulation 107	Space requirements—indoor
3.1.1	regulation 108	Space requirements—outdoor space
3.1.1	regulation 109	Toilet and hygiene facilities
3.1.1	regulation 110	Ventilation and natural light
3.1.1	regulation 111	Administrative space
3.1.1	regulation 112	Nappy change facilities
3.2.1	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.3	regulation 115	Premises designed to facilitate supervision
3.1.2	regulation 116	Assessments of family day care residences and approved family day care venues
3.1.1	regulation 117	Glass (additional requirement for family day care)

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

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths	
	<ul style="list-style-type: none"> • Preschool has been able to maintain their identity within the school space • The educator has still been able to set up areas such as: home corner, construction table, quiet reading corner block play area, puzzle area and investigation table • Children are provided with a place to store their belongings and low shelves for them to access materials as they wish • Differing heights of the tables and chairs allow for smaller and bigger children to be comfortable when playing or working • Preschool children are able to access the art room, library and computer room at different times of the day • The outside area consists of many differing sized playgrounds, a large oval, sand pit, basketball court and cubby house • The preschool children generally use the outdoor space near the old Child Parent Centre (CPC) building • Preschool area is cleaned by the school cleaner at the end of each day • Resources are washed and cleaned at the beginning of the year and everything is stored in plastic crates • Educator tracks what has been cleaned to ensure that it has been done • Gluing is only done at one table and food is never consumed at that table and painting is also done in the art room • Equipment appeared to be in good condition and educators reported that things that were broken are thrown out as they are found • Areas within the service are flexible in design and can be set up to support different experiences • Children are able to access both inside and outside areas at different times • Educators support a connection between the inside and outside environment through discussion with the children and bringing natural elements inside, such as things they have collected i.e. feathers

- Educators were observed adapting the physical environment to ensure that all children could participate in a range of experiences in both built and natural environments
- Children were provided with experiences such as pretend play in the home corner, glue guns, puzzles, books, collage tray (including natural materials), playdough, threading, obstacle courses, sand play and water play
- Children have access to a range of open ended resources such as collage, box construction, blocks, playdough, painting and threading
- Puzzles and books available for children reflect the culture of the community, with many of them depicting farms, animals, trucks, tractors, nature, families and working life
- Children are able to independently access a large portion of the materials and resources
- There were multiple numbers of resources for children to use and educators reminded children of the number of resources when needed
- Educators encouraged children to take turns when needed
- The preschool continues to be involved in the school wide recycling process, with paper recycling bins in their preschool area
- Food scraps are recycled to be fed each day to the school chickens. When feeding the chickens the children also collect eggs for their cooking day
- Preschool children have recently started a vegetable garden and they were observed telling a teacher on duty about the vegetables they were growing and how often they water them. The preschool has one garden bed. Programming reflected that children have also weeded the garden.
- Children were observed being water wise and reminding each other not to waste water, programmes show that educators have focused on environmental issues such as water wastage. Educators were observed discussing with children why they should not leave water running, children were able to verbalise their thoughts about the effect this has on our water shortage.
- Children were reminded about waste in general in regards to a conversation about glue lids not being put on and what may result because of this. Children were able to verbalise that the glue sticks would dry out and they would have to throw them out which would be a waste
- The educator stated that she has recently discussed with the children the concept of re-using resources

Key improvements sought for QA3

Element 3.1.3

Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.

	Identified issue Physical environment does not allow equitable access for all children attending Preschool.
--	--

Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
---------------	---

	Identified issue Physical environment does not allow equitable access and participation for all children attending Preschool.
--	--

Element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.
---------------	--

	Identified issue Curriculum program did not show progress in daily sustainable practices in multiple areas.
--	--

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
3.1.3	Facilities are designed to ensure access and participation by every child in the service	H	Toilet block for Archie will be completed	Archie will begin using wheel chair accessible toileting block for his personal toileting needs	End of term 2 2014	Slow but hopefully steady and continuous
3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.	H	Outdoor area will be utilised during sessions when indoor play is also occurring and old CPC building is used as indoor space when group is outside	Children are confident to play within boundaries and choose own activities during different sessions throughout the day	End of term 3 2014	
3.3.2	Children are able to verbalise or display understanding of sustainable practices and to demonstrate the reasoning behind these practices	H	Ensure practice is explicitly taught	Children use taps appropriately and understand the reason for the practice	End 2013	
		M	Floorbook on sustainability will include section about water conservation and how students can contribute	Children are able to verbalise the reason for water conservation	End of 2014	Floorbook about experiences has been set up and is progressing
		H	Worm farm will be set up and used for creating fertiliser	Children are able to verbalise how worms can help recycle and assist with vegetable garden growth	End of term 2 2014	Worm farm has been established but no fertiliser as yet
		H	Vegetable garden is replanted (with better assistance from parent with gardening experience)	Children are able to see growth, measure it and then eat results	End of term 2 2014	We have measurable growth and harvest is eagerly anticipated

Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

Quality Area 4: Standards and elements

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

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

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

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulations 125–128	Educational qualifications for educators
4.1	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1	regulations 137–143	Approval and determination of qualifications
4.1	regulation 144	Family day care educator assistant
4.1	regulations 145–15	Staff and educator records—centre-based services
4.1	regulation 153	Register of family day care educators
4.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
	Related requirements	
4.1	section 161	Offence to operate education and care service without nominated supervisor
4.1	section 162	Offence to operate education and care service unless responsible person is present
4.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1	regulations 46–54	Supervisor certificates
4.2	regulation 55	Quality improvement plans
4.1	regulation 168(2)(i)	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.

Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths

- Educator to child ratios and qualification requirements were maintained throughout the Assessment and Rating visit.
- Preschool educators and support staff are guided by the Early Childhood Australia (ECA) Early Childhood Code of Ethics and by their philosophy statement
- A particular focus of the philosophy statement is the belief of the importance of family as the first educator
- The educator was respectful to the support workers when interacting with them and supported the support workers and together they discussed their needs or requests
- Interactions between the educator and other school staff were also observed to be respectful and supportive

Key improvements sought for QA4

Element 4.1	Staffing arrangements enhance children's learning and development and ensure their safety and well being
Identified issue	Educator is not the designated first aid responder for Preschool as she has not completed first aid training relevant for working in Preschool.

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
4.1	Educator appropriately qualified in Preschool first aid	M	Educator to access Provide an emergency first aid response in an education and care setting HLTAID004 course offered by St Johns	Educator is designated Preschool first aid responder	Term 3 2014	Training dates have been accessed but booking has not occurred due to inconvenient times at this stage



Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

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



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

Standard/element	National Law (section) and National Regulations (regulation)	
5.2	section 166	Offence to use inappropriate discipline
5.1, 5.2	regulation 155	Interactions with children
5.2	regulation 156	Relationships in groups
	Related requirements	
5.1, 5.2	regulation 73	Educational program
5.1, 5.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1, 5.2	regulation 162(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

Quality Improvement Plan for QA5

Summary of strengths for QA5

Strengths	<p>Respectful relationships between children and the educator and/ support workers existed</p> <p>Children are supported to learn in meaningful interactions</p> <p>Children are consistently engaged in the program</p> <p>Children are supported to work with and help each other throughout the day</p> <p>The educator and support workers consistently use every opportunity to support children to be responsible for their own behaviour, to think about how they might feel and to solve their own problems</p> <p>All children are supported in social, physical and emotional aspects throughout sessions</p> <p>Children's agency, rights and feelings are respected</p> <p>Educators responded to children's questions and asked children questions before changing the environment or moving them away from their play</p> <p>The children's voice was evident within the play environment.</p>
------------------	--

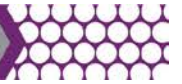


Key improvements sought for QA5

Element 5.1	Respectful and equitable relationships are developed and maintained with each child
Identified issue	Educator and support workers are encouraged to continue with excellent work
Element 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults
Identified issue	Educator and support workers are encouraged to continue with excellent work

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

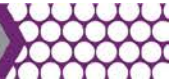


Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

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



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

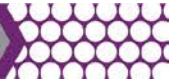
Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 157	Access for parents
	Related requirements	
6.1, 6.2	section 172	Offence to fail to display prescribed information
6.1, 6.2, 6.3	section 175	Offence relating to requirement to keep enrolment and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

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

Quality Improvement Plan for QA6

Summary of strengths for QA6

Strengths
<ul style="list-style-type: none"> • Enrolment is conducted in accordance with the DECD 'Preschool Enrolment Policy' • Enrolment forms and information are handled by the School Support Officers • A tour of the service is offered and where possible this will include an introduction to the preschool educator and support staff • Families have the option of attending an interview or completing the enrolment form and sending it to the school • The 'Padthaway Preschool Handbook' states that the preschool encourages parents to become involved in a variety of ways including: participation in governing council, helping with fundraising, providing support on excursions, assisting children with library borrowing and learning computer skills. • Preschool newsletter invites parents to contact the educator at school or by email if they have any questions/concerns • Parents are also invited to share information about their children via writing notes, calling or emailing • <i>Current information about the service is available to families.</i> • Parent information about the service is available in several formats including: important reminders and notices (open night information, days of operation, visiting community members) being pasted in planning floor-book, newsletters being sent home to



parents each fortnight, displays within the preschool area.

- The service has identified strategies to ensure that 'families as the first educators are acknowledged and respected'
- The service has an information wall which has on display information about: asthma, first aid, Playgroup SA and Padthaway playgroup
- Also accessible for parents is a 'Parents Resource Basket'
- The service has identified and supported relationships between the current educator and other regional preschools, such as Robe and Keith
- Information about each child is shared with the school teachers transitions to and from school are aided by the correspondence books
- Novita has worked with the preschool to look at how best to change the space to enable all children to be included within the program
- The Preschool is involved with the community in a number of ways

Key improvements sought for QA6

Element 6.2.1

The expertise of families is recognised and they share in decision making about their child's learning and wellbeing

Identified issue

Information about learning is shared with parents

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
6.3.1	Educator to access networking opportunities in the region, to support her growing experience in a Preschool setting.	H	Mentor relationship developed with Sally Smith from Robe Kindy	Educator has support network to access for advice or ideas	Throughout 2014	Contact and advise has been given already and visit is in planning stage
		M	Attendance at professional learning conferences	Network of peers is developed through regular conversation and exchange of ideas	Throughout 2014	Professional learning opportunities have been identified and planning for attendance is currently at negotiation stage
6.2.1	Parents have regular information about learning in the Preschool program and about their child's learning specifically	H	Individual learning programs will be designed and implemented	Copies of the plans will be included with evidence of outcomes in portfolio books for term 2	Plans will be developed and implemented by end of term 2 and reviewed throughout 2014	Each child has their plan designed and implementing is ongoing

Quality Area 7: Leadership and service management

This quality area of the *National Quality Standard* focuses on effective leadership and management of the service that contributes to quality environments for children’s learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

Quality Area 7: Standards and elements

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

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

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

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

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

Quality Improvement Plan for QA7

Summary of Strengths

Strengths	<p>The Preschool is a DECD school-based preschool that is governed by members of Padthaway Primary School Governing Council</p> <p>The governing council currently has representation of seven preschool families</p> <p>The Principal of the school also oversees the preschool</p> <p>The Preschool follows the DECD induction process and also has a site specific process</p> <p>Principal guides the Preschool educator in the establishment of clear goals and expectations for teaching and learning</p> <p>The educator felt very supported in her role by the current Principal</p> <p>DECD track the Criminal History Clearances for educators at the preschool</p> <p>The preschool's philosophy statement guides the operation of the service and is reflective of the EYLF.</p> <p>The preschool educator is part of the school staff and therefore is involved in the same performance appraisal process as other teachers at the school</p> <p>self-assessment and quality improvement process is ongoing in QIP</p> <p>Preschool educator and Principal meet on a fortnightly basis to reflect on the learning cycle</p> <p>Teachers Companion – South Australian Teaching for Effective Learning Yearly Planner is used as a source to reflect on their practices</p> <p>Parent/child/staff information is kept in filing cabinets which are locked each night</p> <p>Computers and programs have different levels of security and passwords are required to access them</p> <p>Parent information is collected at the time of enrolment and is updated annually or as required</p>
------------------	--

Preschool uses admin systems such as the 'Early Years System' (EYS) and the Education Department Student Information system to ensure the effective operation of the service
 Principal is aware of her need to notify DECD in regards to relevant changes and serious incidents and complaints and that DECD are required to notify the Regulatory Authority.
 The Principal stated that the Preschool, in line with the school, uses the 'Parent Guide to Raising a Concern or Complaint' brochure published by DECD
 The Preschool follows the DECD Grievance Policy which addresses the need for concerns to be documented and investigated fairly in a timely manner along with other DECD school policies and that they have site specific procedures for the preschool as detailed in their Padthaway Preschool Handbook
 Policies are available at the school for parents and the Preschool Handbook is given to parents upon enrolment

Key improvements sought for QA7

Element	
	Identified issue
Element	
	Identified issue

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
7.1.4	The current educator needs to be supported through support from her line manager, Early Years Co-ordinator and other professional learning opportunities should be encouraged and made available.	H H	Regular meeting with line manager Additional time added for reflective planning	Educator feels supported by line manager NIT taken in block on day without students present	Throughout 2014 Beginning term 1, 2014	Regular meeting time has been met and progress on issues raised has been very satisfying NIT has been used effectively and progress has been made in all areas of planning
7.2.1	The current philosophy statement needs revamping as it does not currently reflect the ideas and beliefs we have.	M	During planning session philosophy is altered	New philosophy is reflective of ideas and beliefs of school and current educators	By end of term 2, 2014	During QIP review philosophy is being thought about Added and completed in Wk 4 of Term 1 2014
7.3.5	Current policies and procedures need to be reviewed and updated as necessary.	M	During fortnightly QIP meetings	Current and relevant policies and procedures are available	Throughout 2014	To begin in Term 2