

Quality Improvement Plan REFLECTIONS

He has showed you, O man, what is good.

And what does the Lord require of you?

To act justly and to love mercy and to walk humbly with your God.

Micah 6:

Policy document information : Early Childhood : Kindergarten – Year 2

Policy Name	National Quality Standard Reflections
Supervisor	School Principal/Deputy Principal
Other Policy Relationships	<ul style="list-style-type: none">• Early Childhood Staff Policy• Crisis Management Policy• Privacy Policy• Use of Photographs and Student Images• Social media Policy• School Ground Duties – Guidelines for teachers• Child Protection Policy-Non-Mandatory Reporting• Child Protection policy – Mandatory Reporting• Custody Arrangements/Court Orders• Reporting Policy• Bullying Prevention (Includes Cyber-Bullying)• Child Protection• Criminal History Checks• Duty of Care• Staff Induction• Volunteers- obligations• Surveillance in the school policy
Audience	Early Childhood Staff

Key Dates

Date of issue	July, 2014
Date initiated and work through	2013-2014
Date Submitted to the School Board	October, 2014
Date reviewed	April, 2015
Date reviewed	February, 2016
Date submitted to the School Board	3 rd of March, 2016
Date set for visit - registration	11 th August, 2016

Mrs. Carol Davis (Auditor)
Early Childhood Educational Leader

Date

Senior Teacher
Early Childhood Co-ordinator.

Date



Mr. Pedro Cruz
Principal

Date

Service details

Name of service	Emmanuel Christian Community School	
Type of service	Early Childhood (Kindergarten-Year 2)	
Location		
Street 3-4 Salcott Road	Suburb Girrawheen	
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Approved provider	DES WA	
Nominated supervisor		
Name Pedro Cruz	Title Principal	
Educational leader		
Name Carol Davis	Title Deputy Principal	

INTRODUCTION

Emmanuel Christian Community School is committed to maintaining a ministry, work and student environment that manifests Christian relational values and practices.

This policy is directed specifically at ensuring that all our community (student, parents, staff and their respective families) feel safe.

The purpose of the *National Quality Standard Assessment and Rating Instrument* is to assist the Principal or an authorized officer to record the assessment and rating of services against the *National Quality Standard*.

Authorised officers use this document to:

- prepare for the assessment and rating visit
- record observations and evidence during the visit to support the assessment, and
- determine ratings and prepare the report for the service after the visit.

Services may also refer to this document during their preparation for the assessment and rating process and will receive a completed version as the final report.

Early Childhood education programs to Year 2 in Western Australia schools will be required to meet the NQS. Aspects of the NQS which specify staff qualifications, age-specific child-to-staff ratios and age specific physical environments will apply only to pre-kindergarten and kindergarten. Principals will be responsible for improving school performance in the early years by referring to the NQS to conduct an internal NQS audit each year in their school and to keep a record of that internal audit. (Letter to school principals by the minister, dated 11 November, 2013)

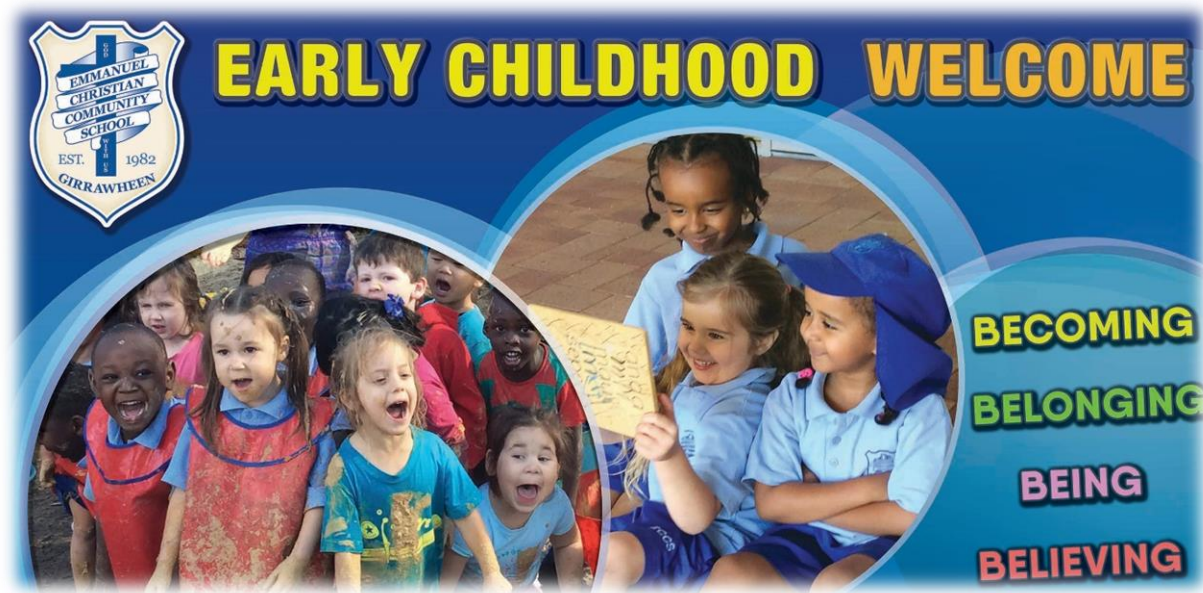
This policy has been produced to reflect on the NQS and to provide the authorized officers the information required before they visit our school. The Early Childhood staff will be required to participate and to engage with the reflection of the process.

The intention for our community is to analyse the strength we have and the need to provide an improvement plan to make our services up to the standard required.

The rating system

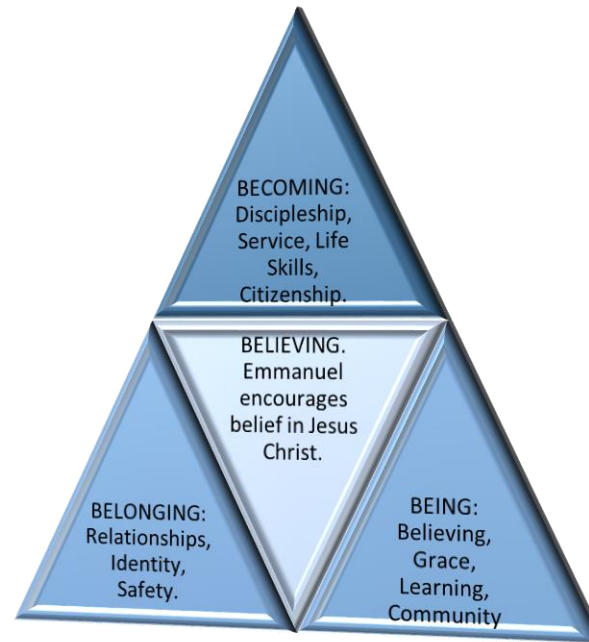
The *National Regulations* prescribe the rating levels within the national quality assessment and rating process (regulation 57). The rating levels are displayed in this document as follows:

Rating Level	Abbreviation
Significant Improvement Required	S
Working Towards National Quality Standard	W
Meeting National Quality Standard	M
Exceeding National Quality Standard	E



OUR JOURNEY

Emmanuel Christian Community School has engaged staff discussion on a weekly basis early in 2015 to better understand planning relation to the Early Years Learning Framework (EYLF) and the National Quality Standards (NQS). We decided we needed to create support documents that would help us to outline our programs in more details. We created the Learning experience plan, which covers the three elements of the EYLF and we included the element of Christian values Believing.



We believe that the child's need to know God should be met at an early age. Learning experiences in the kindergarten increase the child's awareness of God, His provision, His sovereignty and His continuing care over His creation. The child, with the help of his or her parents, the Church and the School, will understand that God loves and cares for him or her.

Emmanuel Christian Community School is committed to excellence in our Early Childhood. To that extend our school has sent two staff members to the international Early Childhood Educators (ECE) tour to Scotland to gain information on how we can become better in what we do. Mrs. Carol Davis, Early Childhood Educational Leader and Miss Jennifer Thomas, Early Childhood Co-ordinator.

The purpose of the tour was to provide ECE leaders, an opportunity to share teaching and learning experiences from different backgrounds, exchange ideas for kindergarten set-up risk management, and learning through adventurous play in natural environments.



We had the opportunity, through the support of the Association of Independent Schools in WA (AISWA, to have in our school an international guest speaker to assess and counsel our staff how we can improve our service. Paddy Beels is an inspirational Headteacher who has developed a highly innovative, creative approach in her school, which has been judged outstanding by Ofsted since 1996. She is highly regarded for her passion and commitment to respecting children, childhood and families and to sharing life together with them close to nature. Wingate Nursery School has grown its own unique ways of working with young children, based on strong relationships, playful teaching, creativity, imagination and rigour, in an inspirational learning environment. Our school planning and organisation was greatly benefitted from participation in this tour and Paddy Beel's visit to Emmanuel Christian Community School

For many children, kindergarten is their first experience away from home and so it is necessary to encourage feelings of security. Many activities in kindergarten aim to develop in the children an understanding of their individuality as they learn they are unique, loved and created by God to live in community.

The educational program for Kindergarten meets Education Department standards as outlined in the Early Years Learning Framework (EYLF)

Our Kindergarten program is play based, open ended and provides opportunities for children to learn as they discover, create, improvise and imagine. When children play with other children they create social groups, test out ideas, challenge each other's thinking and build new understandings. Play allows children to ask questions, solve problems and engage in critical thinking. Play can promote positive dispositions toward learning.

Children are supported and guided to become confident, outgoing, inquisitive, knowledgeable, imaginative, kind, caring and creative individuals. Routines enable secure attachments with peers and staff. Intentional teaching is deliberate, purposeful and thoughtful. The learning environment is a welcoming space that reflects and enriches the lives of children and families.

Children and families are encouraged to be active participants in learning. Parents are recognized as the child's first educators, teachers are the second and the environment and play opportunities are the third. Educators respect the multiple cultural ways of knowing, seeing and living, celebrate diversity and understand and honour differences.

We believe that meaningful teaching methods should be a combination of important factors including:

- Child Development Research and Theory
- Relevant Theories of Teaching Practice (including principles from the Early Years Learning Framework, Froebel, Vygotsky and Gardner's *Multiple Intelligences*).
- Christian and Community Values and
- Family involvement.

The Early Years Learning Framework (EYLF) defines five Learning Outcomes:

- Children have a strong sense of identity
- Children are connected with and contribute to their world.
- Children have a strong sense of wellbeing.
- Children are confident and involved learners.
- Children are effective communicators.

Program plans are guided by the five learning outcomes outlined in the Early Years Learning Framework (EYLF). Teachers have conversations with the children that lead to ideas that are implemented into the program, often immediately. The EYLF states that 'viewing children opens up possibilities for teachers to move beyond preconceived expectations about what children can do and learn.'

The outcomes are broad and observable. They acknowledge that children learn in a variety of ways and vary in their capabilities and pace of learning. Over time children engage with increasingly complex ideas and learning experiences, which are transferable to other situations.

We believe that families are important and valued and have the right to:

- Access their child's confidential individual records and be aware of their child's progress and
- Access services and be part of the ongoing programs.

At Emmanuel Christian Community School Kindergarten we believe that children should be nurtured and encouraged to grow while having fun. Play is the child's work and is planned for, respected and valued as worthwhile and meaningful. Parents are encouraged to join us at any time to play, to laugh and have fun.

Emmanuel Kindergarten joins with you to make happy and blessed early childhood memories for your child.

We developed strategies embedded with the teacher's programs. The learning experience plans can be used to demonstrate both the experiences the teachers have planned for and for the experiences that emerge from the children, families and communities.

We practiced using the programs together at staff meetings, and all staff were encouraged to write at least one per week. The key to our success was getting involved all the staff to getting practice examples and exploring these together. Staff supported each other to ensure success for the whole centre. The staff mentor each other in discussion about individual children and the staff programs.

The staff organized the seven different National Quality Standards in different files for better access to the work already done and to be done.



There is a reflection journal for parents in the form of book with photos and reflections written in the student individual portfolios.

Teachers are provided, through our discussion, a set of reflection questions:

- Am I running a curriculum that colleagues, families and children have the ability to contribute to?
- Does our program plan incorporate and actively demonstrate the five learning outcomes?
- Is the learning environment set up in a way that children can access the equipment they need to support their learning and creativity?
- Do the children have access to natural products?
- Do I hold regular conversations with children to determine what interests them and then act on those ideas?
- Do I add those ideas to our program plan?
- Are the children's experiences open ended?
- Are the children engaged, and not interrupting the learning of other children?

REFLECTION ON THE QUALITY AREAS (NQS)

The National Quality Standard

The National Quality Standard is schedule to the National Regulations.

The National Quality Standard sets a new national benchmark for the quality of education and care services. It will also give services and families a better understanding of a quality service. This enables families to make informed decisions about the services providing education and care to their child.

The new National Quality Standard brings together seven key Quality Areas that are important to outcomes for children. These are:

QA1	Educational program and practice
QA2	Children's health and safety
QA3	Physical environment
QA4	Staffing arrangements
QA5	Relationships with children
QA6	Collaborative partnerships with families and communities
QA7	Leadership and service management

1. Quality Area 1: Educational Program and Practice

In this standard it is important to display our ability to support the outcomes in the EYLF. This can be demonstrated through:

- Interactions with children – how you support their wellbeing, identity, communication and learning and their sense of community.
- Indicating our ability to respond to children's needs, respect children's questions and explore concepts that interest them.
- Discussing concepts such as numeracy, literacy, rhyme, nature, science patterns.
- Singing songs and supporting language development.
- Showing that we respect and incorporate the different cultures and use and display languages of those cultures through the learning process.

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

In this standard it is important that we:

- Minimise any risk or hazards to the children.
- Ensure hygiene practices are of a high standard and teach those to the children.
- Supervise children and maintain staff ratios at all times.
- Attend to injured and unwell children effectively
- Teach children about healthy eating and meet their nutritional requirements.
- Ensure children's health needs are attended to.
- Attend to children's rest and relaxation needs adequately.
- Promote physical activity.
- Encourage and support immunisation.
- Adhere to our obligations regarding child protection.

3. Quality Area 3: Physical environment.

In this standard it is important that:

- We are aware of the space provided for children and how it is arranged to suit the needs of different aged children using the same space.
- We ensure children have access between indoor and outdoor space.
- There is suitable visibility to ensure adequate supervision of children.
- There is enough furniture, equipment And resouces for the children.
- The air quality is good.
- The noise levels are reasonable.
- There is plenty of natural light and ventilation.

4. Quality Area 4: Staffing arrangements

In this standard it is important the members of our team:

- Are working towards the same goal.
- Support each other in our role as educators.
- Work cohesively as a team.
- Support the goals set out for ensuring children receive a high standard of education and development support.
- Communicate openly and effectively with families.
- Adhere to supervision of children.
- Support each other with the programs.
- Demonstrate respect for children at all times.
- Support staff in gaining more knowledge of the field.
- Share responsibilities regardless of position.
- Support each other in our roles.
- Support each other in difficult situations.
- Support new staff in their orientation period.
- Support casual and relief staff in understanding the operation of the school.

5. Quality Area 5: Relationships with children.

In this standard it is important to ensure that:

- Our school has a relaxed atmosphere.
- Educators sit with children to talk during mealtimes.
- Children can have conversations about their experiences.
- There are opportunities to share feelings and ideas, and have a laugh with children.
- Educators respond positively and respectfully to children.

- Children are encouraged to try new things and take on new challenges.
- Educators participate in children's play.
- Educators model appropriate behaviours.
- Children with additional needs are supported.
- Children feel they can ask for what they need and are given encouragement and support.
- Information is shared with families at arrival and departure.
- Children are supported in their friendships.
- Children are supported in managing their behaviour.

6. Quality Area 6: Collaborative partnership with families and communities.

In this standard it is important that we:

- Share each child's interest and needs with families.
- Listen to families and seek their input.
- Share information with families of services available to them.
- Offer for families to stay for as long as they need and as often as they want.
- Offer for families to call teachers if they would like to know how their child is during the day.
- Assist children in saying good-bye to families.
- Comfort children who are distressed or closely observe if the child is resistant to being comforted.
- Share information on how children are settling in.
- Provide families with easy access to policies and invite them to contribute to policy development.
- Be available to families on an ongoing basis to meet and discuss their child's needs and share ideas on curriculum.
- Encourage and invite families to contribute in any way they can.
- Keep records of conversations with families in the child's confidential file.
- Contact families if their child has been involved in an accident or is unwell.
- Share stories of things children have done with families.
- Be prepared to show the assessor any information the teacher has regarding child protection for your service such as policies, contacts for local agencies and any child protection documentation the school may have.

7. Quality Area 7: Leadership and service management.

In this standard it is important that:

- We demonstrate staff support and cohesion of staff at the school.
- There are up-to-date staffing rosters that reflect continuity of staff from day to day.
- Staff –child ratios are adhered to.
- The school has the correct number of qualified staff at all times.
- The leader is there to support staff in their roles.
- The leader oversees the provision of a suitable program which promotes children’s learning and development.
- A program plan is displayed at all times.
- All staff have working with children checks.
- People managing the service and working with children are fit and proper.
- There are the right number of first-aid qualified staff at all times – the USI number
- The philosophy is on display at all times.
- There are clearly stated roles and responsibilities for each staff member.
- A system exist whereby staff performance is reviewed regularly
- There is up-to-date governance documentation.
- Policies and procedures are available at all times.



Kindergarten

Quality Area 1: Educational program and practice

Focus: is on ensuring that the educational program and pedagogical practices are stimulating and engaging and enhances children's learning and development.

Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development

Element	Analyse our current practice against the provocations provided. Analysis is not limited to the provocations provided	Strengths	Improvements (Priorities)
<p>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.</p>	<p>How are the curriculum decisions made in the school? Who is included in this process and why? How is this process documented? In what ways do these decisions address the five learning EYLF? How is evidence of the learning made visible to families, children and other visitors? Does the implementation of curriculum decisions map clearly onto to the school mission and Early Learning philosophy?</p>	<p>Curriculum decision making maximises each child's learning and development opportunities. The educational program and practice is guided by the Early Years Learning Framework (EYLF). As stated in the service philosophy 'Our curriculum is based around a number of key concepts and focus points reflecting the National Early Years Learning Framework, Belonging, Being, Becoming and Believing.' The service's statement of philosophy guides pedagogy and teaching decisions. The service has a comprehensive 'Planning for Children's Learning' policy that is given to Teachers and Education Assistants to support their understanding of their responsibilities in relation to children's learning. This policy is referenced to the Regulations, the National Quality Standard and EYLF and the Western Australia Kindergarten Guidelines. Educators use the learning outcomes, parents and children to inform program planning objectives and assess children's learning throughout the service. This includes portfolios with each experience linked to the EYLF, Our Story Book and Work displayed around the room. The children display behaviours and engage in activities consistent with evidence in relation to the five learning outcomes. Educators provide experiences that actively promote or initiate the investigation of ideas, complex concepts and thinking, reasoning and hypothesising. The children in the Kindergarten room investigated the length of a person. The children used scientific skills such as observing, comparing and analysing and mathematical skills including numeracy, measurement and spatial awareness to investigate and hypothesise the length of a person. The children are curious and enthusiastic participants and work collaboratively with each other. Educators also consolidate and extend children's communication. Throughout the service, the music teacher engages children in singing rhymes and songs. The regular teacher continually sing to the children, and involve the children in music and dance.</p>	

<p>1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.</p>	<p>How is the information collected concerning children's current knowledge and ideas? How are children's current knowledge, understandings and ideas recorded for easy reference? In what ways does information collected about each child inform the program of activities? What processes are in place to discuss and identify a variety of cultural perspectives with families and the school? How are cultural perspectives incorporated into the programs? In what ways are families' views of their children's abilities and interests taken account of? How are children's capabilities, strengths and interest accessed?</p>	<p>Each child's current knowledge, ideas, culture, abilities and interests are consistently incorporated and actively drive all aspects of the program. As documented in the service philosophy 'Our school overall aim is to allow each child in our care to achieve their potential and to find ways to achieve this creativity. Children are encouraged to follow their own interests; to take risks where they become in a sense, the catalyst for their own curriculum.' The teacher may include other children with similar interests to participate in an experience which cater for interest but having in mind the requirements of current program. Ie. The circus was in town and many children were excited. The teacher planned an in class circus that involved FMS and numeracy outcomes (selling tickets, counting out cups of popcorn). Information about the child's family, culture and community is collected upon enrolment and used to inform the program. Families are provided with the opportunity to provide daily feedback to the service through the school newsletter, emails and verbal interactions.</p>	
<p>1.1.3 The program, including routines, is organised in ways that maximise opportunities for each child's learning.</p>	<p>What kinds of learning are taking place during snack time and how can this be supported? How is sleep time organised in the kindergarten, and how are these procedures made clear to children and families? Can children leave their work in the environment and come back to their thinking and constructions over time e.g. days or weeks? Are long periods of play considered part of the program? Are routines prioritised and organised with children's learning in mind?</p>	<p>The program including routines, is organised in ways that maximise each child's involvement and engagement in learning. The children are aware of the daily routine of the service and routine activities. After lunch children have opportunity to rest. If they fall asleep, they are left asleep until afternoon tea. Those children who choose not to sleep have opportunity to participate in chosen activities by them. The program encourages and supports children to take increasing responsibility for their self- help skills and opportunities to make their own choices. Daily routines are displayed throughout the learning. Routine times provide opportunities for intentional teaching. Educators consistently discuss the application of sunscreen, using open-ended questions to encourage the children to reinforce their own knowledge. Educators speak to children about removing germs from their hands after toileting and before sitting at tables prior to eating. When children sit at the table, they are all required to sit together at tables so that table manners can be taught and conversations are encouraged between children. Educators discuss dental hygiene and ensure children drink water after lunch. Educators also explain the importance of resting their bodies, participating in relaxation exercises after lunch, followed by a quiet reading.</p>	
<p>1.1.4</p>	<p>Do we keep documentation that children and families can access at any time to reflect on their child's play and learning?</p>	<p>The documentation about each child's program and progress is available in an accessible format, what we call a portfolio, and opportunities are provided for discussion with</p>	<p>The weekly curriculum is displayed for those who wish to see them on large A3</p>

<p>The documentation about each child's program and progress is available to families</p>	<p>Does it have individual and group learning? Does it show how children develop concepts over time? Does it show children's learning over time – not just a snapshot of one task on one day? How are children's successes shared with families? In what ways are families' concerns address?</p>	<p>families. Reports are sent out to parents at the end of each semester. The daily photo diary, which is a record of what the children have been doing during the day, is displayed at the entry of the Kindergarten with links to the learning outcomes. We find this to be very helpful for us as more than 80 % of the school population have English as an Additional Language or Dialect. Through the visual photos display, families are encouraged to provide feedback. The classroom teacher completes individual child portfolios containing information about the child's development and learning. This information, including children's art work, learning stories and photographs are linked to the five learning outcomes. Families are encouraged to contribute to these portfolios and they are available at any time for families to read. Communication diaries are also encouraged but not used, particularly for the younger children, in relation to sleep, diet and toileting information. In particular, the service provides daily verbal feedback to all families. The service also provides many opportunities for families to engage in individual meetings with educators about their child's progress throughout the year. The fortnightly newsletter also provides continuing information about the service curriculum.</p>	<p>sheets, with the analysis of learning linked to the five (EYLF) outcomes. Families are encouraged to contribute to these portfolios and they are available at any time for families to read. Communication diaries are also encouraged particularly for the younger children, in relation to sleep, diet and toileting information.</p>
<p>1.1.5 Every child is supported to participate in the program</p>	<p>How have you been intentional regarding supporting children's thinking? Can children come and go from their work based on their interest? How are children engaged in learning? In what ways is a child's uniqueness identified, acknowledged and value? How is the knowledge from 1.1.2 used to support children's participation? How is this evident in the program when considering planned time allocation and timetables? What kind of documentation ensure that all children are experiencing support with their learning?</p>	<p>Every child is actively and consistently supported to engage in the program. Educators acknowledge children as competent and capable and encourage children to independently choose activities within the different learning areas. Check lists are used to make sure all children have opportunity to engage in programmed learning experience. Educators supervise both the indoor and outdoor environments, engaging with children and responding to children's interactions. Educators support children's efforts and assist and encourage them when engaging in play. An educator sitting with a child at the craft table continually supported the child with his drawing and cutting skills, whilst engaging in conversation about the car he was drawing. The resources support the abilities of children attending the service and encourage their participation. In the outdoor area, the children participated in a group gardening project, working co-operatively whilst planting a variety of seedlings. This project encompassed all kindergarten children, who were supported to fully participate as valued members of the group.</p>	

1.1.6

Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.

What kinds of opportunities ensure that children are listened to?

How are children supported to express their views?

In what ways are children's views taken into account when designing programs?

How are children included in decision-making processes?

How would you describe the ways in which children share power in the setting?

Do you have resources for children to document their ideas?

When and where can children be supported to take action and/or self regulate?

Is the process the focus rather than product/outcome?

Each child's agency is consistently considered and promoted, enabling them to make choices and decisions to influence events and their worlds. Both the indoor and outdoor learning environments provide children with strategies to make informed choices about their behaviours and opportunities to make their own choices and decisions. During the progressive morning and afternoon tea and lunch time routine children are able to choose who they sit with at the meal table. The children are also able to choose from the many different learning areas within the indoor and outdoor environments. The service provides individualised and flexible routines with large uninterrupted time for play. Children take responsibility for their self-help and basic health routines.

Children are taught how to sit quietly while other children are talking during mat time, ensuring respect is given to the presenter (eg. During news time).

The teacher doesn't often answers quickly, instead she asks questions and encourages the children to find the answers themselves.

1.2 Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.

Element	Analyse our current practice against the provocations provided. Analysis is not limited to the provocations provided	Strengths	Improvements (Priorities)
<p>1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.</p>	<p>Are the links between documentation, assessment and planning clearly visible? What form does the documentation take? What account is taken of the learning outcomes in designing different forms of documentation? How is the process of evaluation built into the planning cycle? Is the relationship between planning and evaluation obvious to visitors? How do we show that what we learn through assessment is built into future planning? How frequently do we review the process of planning, documentation and evaluation in the Early Year Learning Framework?</p>	<p>Assessment of each child's learning and development is part of an ongoing cycle of planning, documenting and evaluation. It is an interactive process that drives development of the program. The School uses a variety of ways to collect, document, organise and interpret information to assess children's learning, including written observations, digital cameras, videos, microphones, children's artwork, feedback from children and families, projects and learning stories. From the experiences and interactions that the children are involved in, educators collect evidence of the children's achievements of the five learning outcomes. These learning outcomes guide the decisions that educators make about their planning for children's learning and development. Educators analyse what they have learnt through the evidence of their documentation. Educators then use this information in their planning. Educators plan for a variety of experiences, both for individual children and groups of children to extend upon their learning and development.</p> <p>Part of the planning cycle involves 'The Good Start Program,' 'The Good Start program' is a speech and language project that screen the skills of Kindergarten and Pre-Primary students at Emmanuel Christian Community School. As explained before, our school has a high population of families from English as an Additional language or Dialect. Following consultation with key personnel, five language areas were targeted within the screening assessments due to their impact on children's literacy potential. Testin materials and profiles for analysis are taken with permission from a variety of sources including The Peel Oral language Program (POLP), Schools Aged Oral Language Assessment (SAOLA) and Speechways Screening tools. The profiling of the results were carried out by Speechways and consultation sessions were arranged with the classroom teachers to discuss results and recommend action. Overall implications of the screenings</p>	<p>We have to improve our planning cycle by making it evident.</p>

		<p>and the benefits of the process were given as feedback to the entire school staff at their staff meeting.</p> <p>In the teachers program the links between the curriculum and what is taught is visible and the evidence of the learning experiences are evident in the child's portfolio and 'Our Story' photo book. Any photo/video evidence of children's learning is stored on the teachers computer in a separate file for each child.</p>	
<p>1.2.2 Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.</p>	<p>How is a 'teachable moment' defined? How do we extend thinking skills through provocation? How/when do we join play/learning to construct meaning and enhance literacy learning? How do we instigate curiosity? How is purpose and forethought in interacting with children documented? How do we support the development of children's individual learning journeys? Ideas?</p>	<p>Educators consistently respond to children's ideas and play and intentional teaching is embedded within the program to scaffold and extend each child's learning. A review of the curriculum clearly supports that intentional teaching, both planned and spontaneous, occurs. Educators intentionally scaffold children's understanding and learning. It is written in the programs each term. Children's interest in gardening and the purchase of a garden trolley, lead the children to write a list of items to be purchased to assist in weeding the garden and tending to the vegetable patch. This led to an incursion from Bunnings where children were explained how to prepare the soil and plant the seeds. Educators responded to the children's display of learning and interest in this area by providing encouragement and additional ideas. The children learnt about the importance of developing a compost pit and using the organic matter to feed the plants.</p>	
<p>1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program</p>	<p>Are children engaged in giving feedback? How do we document children's reflections on their experiences and learning? How do we document our own reflections on children's experiences, thinking and learning? How do our reflections lead to scaffolding further learning opportunities? Where is this documented? How are the views of families included in opportunities for critical reflection? How often do we ask 'could this be done differently' when reviewing practice? How do we document this? How are colleagues involved in review of our practice?</p>	<p>Strategies such as explaining, engaging in shared thinking and problem solving assisted the children in identifying the fruit and vegetable scraps that would be appropriate to add to the pit and the importance of organic matter to feed the plants. Educators make use of spontaneous 'teachable moments' to extend children's learning. At times children are asked to show to the class what they have created during the day. Children ask questions about their creation and discuss how it was made.</p> <p>Critical reflection on children's learning and development, both as individuals and in groups, is consistently used to implement, review and revise the program. Educators evaluate both the indoor and outdoor curriculum on a daily and weekly basis. Observations are taken each week on every child, with each observation being analysed. Critical reflection, assessment and evaluation are ongoing processes within the service. Evaluations are linked to the EYLF outcomes that guide the decisions educators make about their planning for children's learning and development.</p>	<p>How do we document our own reflections on children's experiences, thinking and learning? How do our reflections lead to scaffolding further learning opportunities? Where is this documented? We need improvement in this area.</p>

Educators use their own documented daily observations, children’s comments and conversations, feedback from families, photographs and examples of children’s work and meetings with the educational leader to assist in the completion of both individual and group evaluations. The analysis of learning is also documented on the individual child portfolios. Educators have their own reflective journal.

The service provides opportunities for educators to reflect on children’s learning and development by providing weekly programming times for educators. The educational leader has regular meetings with room educators between teachers and teachers. Ie. Review of programs at end of each term. The educational leader provides support and guidance with regards to planning, implementing and evaluating children’s learning experiences.

Quality Area 2: Children’s Health and Safety

Focus: **is on safeguarding and promoting children’s health and safety.**
 Standard 2. 1 **Each child’s health is promoted.**

Element	Analyse our current practice against the provocations provided. Analysis is not limited to the provocations provided.	Strengths	Improvements (Priority)
2.1 .1 Each child’s health needs are supported.	What procedures/policies do we have in place for the administration of medication (written authorisation)? Do we have a written process for and records of the administration of medication which includes signatures of those administering?	Each child’s health needs are consistently supported, monitored and promoted. Information in relation to children’s health needs is collected upon enrolment. The school enrolment form specifically requests information about the child’s medical history, including individual medical management plans, nutrition and eating, language and religion. The form also contains information regarding	

	<p>How do we communicate individual health needs within the school? How do we develop individual medical management plans? (anaphylaxis/asthma)</p>	<p>the written authorisation of the administration of medication. Detailed health information is also provided to families in the school handbook and occasionally through the school newsletter including information on illness, immunisation, medication, asthma, allergies and anaphylaxis. All policies and procedures in relation to the management of medical conditions, administration of medication, immunisation and illness exclusion are discussed with families prior to the child's commencement at the school. The school has a comprehensive medical conditions and medication policy which is available to all families. Health information is also relayed to families through the fortnightly school newsletter. Children's individual medical management plans, including those children with anaphylaxis and asthma, are available in the classrooms. A folder documenting those children with anaphylaxis and allergies is attached confidentially visible near the door.</p>	
<p>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.</p>	<p>Are our privacy arrangements for toileting/personal hygiene sufficient? What about accidents? Do we provide areas away from the main activity area for children to access quiet time? Do we have an opinion/approach to sleep/rest/relaxation during our school day? How do we negotiate downtime with the children? How do we communicate this with families? Do we involve children in the planning of our routines?</p>	<p>Each child's comfort is provided for and there is a range of opportunities for both individuals and groups that effectively meet each child's need for sleep, rest and relaxation. We provide blankets to the children. During the morning activities if the children feel tired or need time for themselves they are able to sit quietly on the lounge or rest on the cushion.</p> <p>After lunch and play, children will be read a story and then lights will be turned off and soft music will play. The children are able to read books while lying on soft cushions/pillows.</p>	
<p>2.1.3 Effective hygiene practices are promoted and implemented.</p>	<p>Are our hygiene practices reflective of current research, best practice and advice from relevant health authorities? Do we have a hygiene policy/procedure? How do we actively support children to learn hygiene practices? How do we maintain cleanliness? Is it sufficient? Do we have a written schedule for cleaning toys/equipment? Do our schedules extend to outdoor equipment/areas? (sandpit, etc.)</p>	<p>Effective hygiene practices are actively and consistently promoted and embedded in the everyday program. The school's 'Hygiene: Infection Control' policy and procedure guides effective hygiene practices at the service. When a child wets or soils their pants, the pants are put in a plastic bag and the bag placed in their bag. Parents are asked to provide a spare set of clothes which the child is then dressed in.</p> <p>Posters and information guiding hygienic toileting procedures, hand washing procedures and sun protection are displayed throughout the classroom.</p> <p>If there is a need, staff are trained to be involved with students with special needs, for example, in Pre-Primary there is a student with spina bifida and needed to be assisted with the catheter.</p> <p>Educators assist children with toileting when necessary and respect their privacy. Children are familiar with hand</p>	<p>Procedures need to be written to make sure that Education Assistants in all classes are aware how to clean the classrooms, bathrooms and equipment.</p>

		<p>washing procedures. Educators also role model this practice, and consistently remind the children of the importance of hand washing. An educator gently reminded children to wash their hands prior to joining in the progressive morning tea. Educators implement effective hygiene practices, which include washing tables prior to and after the progressive morning/afternoon tea and lunch time routines, sweeping floors and cleaning bathrooms. There are also 'extra daily tasks' that includes washing paint brushes and pots to tidying and washing benches and sinks. Food is provided at the classroom. The large kitchen area is kept in a clean and hygienic manner where information about hand washing and safe food handling is displayed. Educators adhere to food safety guidelines. Educators wash hands both prior to and after handling food. All educators wear gloves when handling food. Excellent hygienic practices are embedded throughout the service including dental hygiene and cough etiquette. The service has a comprehensive dental health policy and procedure. Preventative steps are evident in controlling the incidence and spread of infectious diseases. In addition, the management of injuries and illness accords with recognised guidelines, and best practice regarding these issues is embedded in the everyday program.</p>	
<p>2.1.4 Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.</p>	<p>Do we have policies for dealing with infectious children? (exclusion period, etc.) And if so are these consistently implemented? Do these cover staff? How do we inform parents about cases of infectious diseases and the symptoms? Can our process of informing parents about accidents/illness/injury be improved? How do we record these for ourselves? How do we respond to a serious accident of injury involving the child? Do the children have immediate access to an educator who holds an approved first aid certificate? Are there documents/records kept in a centrally located area for reference? Do we have immediate access to a first aid kit?</p>	<p>The school has in place policies and procedures that deal with infectious diseases including information on exclusion periods. This policy is discussed prior to enrolment. Any outbreaks of infectious diseases are communicated to families through the school newsletter or a flyer if the matter is urgent. Policies and procedures exist in relation to incident, injury, trauma and illness including how to respond to 'Critical Incident.' If a child sustains an accident or becomes ill whilst at the service or on an excursion, educators are well aware of the procedures to be undertaken, which includes how the information is relayed to all stakeholders including the regulatory authority. A 'medication, accident and incident forms' folder is located in each room. First aid kits are located in easily accessible areas both indoors and outdoors at the school and there is a portable kit to take on excursions. Up to date fire equipment is visible throughout the service and emergency evacuation plans are displayed with procedures being practiced with all children every school term. All educators hold current first aid certificates, working with children check, anaphylaxis and asthma training. Resuscitation charts are displayed both in the indoor and outdoor environment. Current immunisation records for children are</p>	<p>Do we have immediate access to a first aid kit? We need to update the First Aid Kit on a more regular basis.</p>

stored at the service and families are requested to include up to date immunisation information for each child upon enrolment.

2.2

Healthy eating and physical activity are embedded in the program for children.

Element	Analyse our current practice against the provocations provided. Analysis is not limited to the provocations provided	Strengths	Improvements (Priorities)
<p>2.2.1 Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.</p>	<p>How do we ensure food and drink is nutritious and appropriate to each child? How are children encouraged to make healthy food and beverage choices? How do we plan to meet the individual food and nutrition requirements of children, including managing their likes, dislikes, special dietary needs and any cultural or other requirements that families may have in relation to children's eating? How do we ensure that foods used on excursions or other special activities encourage healthy food and beverage choices? How do we incorporate discussions and activities about healthy eating and caring for their bodies into children's everyday</p>	<p>Healthy eating is consistently and actively promoted and embedded in the everyday program. Children bring in fruit each day which is cut and prepared and shared at morning tea. The school is a member of 'Food Banks' which aims to promote healthy lifestyles, good nutrition and the wellbeing of all children. Children are exposed to a variety range of fruits and are encouraged to eat fruit to get energy for play. Healthy eating information is circulated to families through the school information, through newsletters, brochures and verbally. 'Healthy Eating Tips' for families is available in the classrooms. A suggested menu is displayed in the notice board from time to time.</p>	

	<p>experiences? How do we ensure educators, co-ordinators, family day care educator assistants and staff members are familiar with current guidelines about healthy eating and physical activity and understand and implement procedures relating to food handling, transportation and storage?</p>	<p>Children’s water bottles are available at all times during the day, with water and milk also provided at the progressive morning and afternoon teas. Documented information in relation to the children’s dietary intake is provided to families. All educators, including the school principal, sit with children at lunch and encourage children to eat healthy food. The children as part of the curriculum, cooking pizzas and are exposed to healthy cooking. Term two, the theme is ‘being healthy’ which allows plenty of opportunity for the teacher to promote a healthy lifestyle through the teaching program.</p>
<p>2.2.2 Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.</p>	<p>How do we plan the program to ensure that there is a balance between planned and spontaneous active play as well as a balance between passive and active experiences? How do we set up the environment and resources to encourage and support children to engage in movement and physical play? How do we encourage child-initiated or child-directed play and recreational experiences? How do we encourage children to solve problems in relation to physical challenges in the environment?</p>	<p>Physical activity that builds on children’s interests and development is embedded in all aspects of the program. The planned program incorporates physical activity to meet the fine and gross motor development of the children. The program balances quiet and passive times with times of more energetic play. The indoor spaces are very generous and enable children to move around freely between activities. The large outdoor area provides spaces for large group games, group activities, exercise, movement and the opportunity to discover and explore this stimulating environment. Educators provide and support children to participate in new physical experiences. Children in Year 1 and 2 participated in a group running event in the outdoor area. Educators joined in with this activity, running alongside with the children and joining in their play. The outdoor area presents varying levels of physical challenges for children, with a large sand pit, digging area, vegetable patch , flat and there is an area that encourages children to use more complex sensory skills such as crawling, sliding, bending and navigating their way through and over the equipment. The outdoor program is displayed on doors and documents planned activities for the children with links to the EYLF learning outcomes. Observations and evaluations of individual/group experiences are documented in the service program and in the children’s individual portfolios.</p>

2.3

Each child is protected.

Element	Analyse our current practice against the provocations provided. Analysis is not limited to the provocations provided	Strengths	Improvements (Priorities)
<p>2.3.1 Children are adequately supervised at all times.</p>	<p>How do we identify potential supervision risks in the service? How do we plan to ensure that all areas used by children are effectively supervised, including when children are participating in high-risk activities? How do we plan to manage supervision of small groups of children who may need to be in a different space from the main group, such as children who sleep for longer periods than others, children who take longer to finish mealtimes or children who want to engage in quiet, solo activities away from other groups of children?</p>	<p>Children are effectively supervised at all times and educators are attuned to the needs of all children to ensure each child's safety and wellbeing. The school has a comprehensive supervision policy. Educators remain very close to the children constantly supervising both individuals and groups of children. Educators greet children upon arrival/departure. Educators sit with children during lunch time and engage in meaningful conversations. Roster is set with required staff/student ratios displayed in a green folder and on wall. Staff from the Primary school area are rostered to come to Kindy and Pre-Primary to relieve staff.</p> <p>Equipment, furniture and activities are arranged to ensure effective supervision while also allowing children to access private and quiet areas. In the preschool room children are able to play independently or in small or large groups within the specified learning areas. Educators consistently maintain both an overall view of the children within these areas as well as engaging in many of their activities. An educator assisting the children at the painting easel, moves around the room and also supervises children at the play dough and craft table. Educators plan for the supervision of children in the large natural outdoor areas. The large playground plan is displayed for educators, with educators responsible for the supervision of specific interest and activity areas. Due to the size of this play area, educators consistently move between various vantage points and with various groups of children. Educators exchange information about supervision with colleagues to ensure that there are no areas being accessed by children who are unsupervised.</p>	
<p>2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.</p>	<p>How do we identify, assess and manage hazards and potential risks for children, such as potentially dangerous products, plants, objects and animals at the service, and how often do we do this? How do we ensure children are alerted to safety issues and encouraged to develop the skills to assess and minimise risks to their own safety? How do we ensure that all equipment</p>	<p>Effective steps are taken to identify and manage risks and the precautions taken to protect children from hazards and harm reflect best practice. Safety audits are conducted on a regular basis in both the indoor and outdoor environments.</p>	

	and materials used in the service meet relevant safety standards, including bedding and sun protection resources and equipment?		
2.3.3 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	How do we conduct risk assessments for potential excursions and plan for children's safety during excursions? How do we identify which emergency procedures and specific action plans are required for our service and how often do we practise these?	Plans to effectively manage incidents and emergencies are developed and reviewed in consultation with relevant authorities. Strategies are regularly practised and implemented effectively. Emergency evacuation plans and procedures are displayed at all exits. Fire safety equipment is prominently located with the equipment being tested within the last six months. Resuscitation charts are displayed in prominent positions both inside and outside of the building. Children's emergency contact details are located on the children's enrolment form and in each room in an individual folder located next to the phone. The service has an emergency and evacuation policy and procedure and an evacuation procedure. The WA Fire Service and local State Emergency Service regularly visit the school to talk to the children about emergency procedures in grades 1 to 3.. These services assist the school in updating our emergency drills and evacuation procedures. The emergency evacuation drills are done every school term. Asthma and anaphylaxis management plans are on display throughout the school.	Emergency telephone numbers needs to be displayed and accessible in every room of the school.
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.	How do we maintain an awareness of the people who have contact with children at the service and/or who collect children from the service? How do we keep up to date with current legislation in our state or territory in relation to child protection?	Educators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect. All educators have completed their child protection training and are aware of their responsibilities in relation to the service's policies and procedures. The service is proactive in working in collaboration with support agencies and professionals to assist children who have specific protection needs. The school newsletters provide informative educational information to families about children's wellbeing and the importance of providing children with consistent emotional support.	

Quality Area 3: Physical Environment

Focus: is 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.

Standard 3.1 The design and location of the premises is appropriate for the operation of a service.

Element	Analyse our current practice against the provocations provided. Analysis is not limited to the provocations provided.	Strengths	Improvements (Priority)
<p>3.1.1 Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.</p>	<p>What barriers do we need to overcome? How does the physical environment contribute positively to children’s learning and provide for sustained shared thinking and collaborative learning? What elements and features in the physical environment contribute positively to children’s autonomy and independence? What elements and features in the physical environment support the creation of a welcoming environment where all children and families are respected and actively encouraged to collaborate with educators and curriculum decisions? How do we ensure that there is interaction between the indoor and outdoor environments and that the design and organisation of these areas accommodates a variety of uses?</p>	<p>Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources provide a stimulating learning and care environment for children. The indoor furnishings, resources and equipment are appropriate to the needs of the children and mirror the service’s connection with the outdoor area. There are child sized tables/chairs; shelving for resources enabling easy access for children; individual learning areas that are appropriately spaced within the environment; appropriate storage space for children’s belongings that allows independent access; a wide variety of equipment/resources reflecting the community that are open ended and encourage exploration and learning. These indoor spaces promote opportunities for sustained shared thinking and collaborative learning. The furnishings reflect a home environment. Timber furnishings, objects of interest, works of art and furnishings found in the home, adorn many areas of the service. Wooden sideboards, lounges, cushions, vases, pot plants, throw overs, sheer curtains hanging from the ceiling and numerous photo frames depicting the families that attend the service are all part of the environment. There is natural ventilation and light. The service also has air conditioning for the hot summer months and a heater for winter. There is a variety of floor coverings including: carpet, linoleum, and mats which project a homely atmosphere. There is sufficient space for office administration and private conversations with families, other professionals and educators. There are appropriate areas for food preparation and storage, quiet areas for resting and sleeping and adequate and accessible toilet and hand washing facilities. The outdoor space has been designed to invite open ended interactions, spontaneity, risk taking exploration and discovery. It is comprised of two play environments that include plants, trees, vegetable gardens, sand, rocks, water, and flat surfaces.</p>	

<p>3.1.2 Premises, furniture and equipment are safe, clean and well maintained.</p>	<p>How do we ensure children are safe entering and leaving our services? Do we have procedures and schedules for safety/maintenance checks and cleaning? Where/Do we have documents that confirm equipment meets Australian standards? Are sandpits regularly raked cleaned? Do we have risk assessment documentation for the physical environment?</p>	<p>Premises, furniture and equipment are safe, clean and well maintained. Safety checks are conducted prior to children arriving and at the end of the day. These checks cover both the indoor and outdoor areas. A maintenance book is used to record any repairs that are required to be completed with educators following guidelines in relation to Kidsafe WA for the checking of fixed and mobile equipment. An external audition is done on a regular basis to make sure all equipment are in good proper condition. Educators adhere to cleaning policies and procedures which include processes in relation to the frequency of cleaning children's toys and equipment and furniture.</p>	<p>Do we have procedures and schedules for safety/maintenance checks and cleaning? Where/Do we have documents that confirm equipment meets Australian standards? Are sandpits regularly raked cleaned? Do we have risk assessment documentation for the physical environment? We need to make sure that we have these in place.</p>
<p>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.</p>	<p>Are our facilities designed adapted to ensure:</p> <ul style="list-style-type: none"> • Access and participation by ALL children. • Interaction and convenient access between indoor and outdoor spaces including toilets. <p>Are our indoor and outdoor spaces organised in ways that ensure:</p> <ul style="list-style-type: none"> • Every child can participate in all experiences. • Children are not always dependent on adults doing things for them. • Small groups of children can work together on their own projects. • Children are supported to create their own games and experiences. <p>Are a variety of indoor and outdoor experiences explicitly planned for? Are children engaged in constructing their own play settings/environments ? Are the indoor/outdoor environments continuously adapted to:</p> <ul style="list-style-type: none"> • Meet the needs/interests of all students. • Match developing abilities of children. • Promote large and small group interaction. <p>Are the spaces flexible? How do we plan for the inclusion of children with special needs in our spaces?</p>	<p>Facilities are designed or adapted to ensure access and participation by every child in the classroom and promote flexible use and interaction between indoor and outdoor space at all times. The indoor area promotes both active and quiet areas, with children being able to engage in group activities or play independently. The children actively choose to participate in the different learning areas, from playing with kitchen utensils in the home corner to reading books and playing with the dough. Children play soccer with an educator and play on the obstacle course, in the sand pit, ride bikes, paint at the easel and draw at the mats on the verandah.</p>	<p>We need to make sure that we a roster for outside play displayed at the door.</p>

3.2

The environment is inclusive, promotes competence, independent exploration and learning through play.

Element	Analyse our current practice against the provocations provided. Analysis is not limited to the provocations provided.	Strengths	Improvements (Priority)
<p>3.2.1 Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.</p>	<p>How do the environment and resources support children's interest and abilities? What opportunities do we provide for children to be involved in planning and setting up the environment? How do we foster children's capacity to understand and respect the natural environment and the interdependence of people, plants, animals and the land? How is the environment equipped to cater for all levels of ability and development? How do we organise our physical environment to encourage children to explore, solve problems, create, construct and develop environmental awareness? Do we provide older children the opportunity to undertake more complex activities, particularly in the outdoor environment? What elements and features in the physical environment invite open-ended interactions, spontaneity, risk taking, exploration, discovery and connection with nature? What can be introduced to bring this about? How do we balance the need for order and the messiness that happens when children play and explore?</p>	<p>Our school is making effort to have the best in outdoor and indoor facilities. To that extend, in 2016 a new Early Childhood Centre is going to be built and to be used in 2017. The idea is to have more natural environment as part of our outdoor activities. For the time being, our outdoor and indoor spaces are designed and effectively organised to the best of our abilities to engage every child in quality experiences. However, the self-assessment identified that some outdoor areas of the service are not easily accessible by children with a physical disability. The spaces provide the flexibility to respond to children's individual needs, development, self-initiated play and exploration. The indoor environment is inviting and comfortable, encouraging a free flow of activity throughout the day. There are large lounges, cushions, throw overs, mats , sheer curtains hanging from the ceiling, chairs, wooden shelving units and other cultures and many natural items. There are comfortable and well-ventilated areas for sleeping and resting. Safe shelving and storage areas from which children can access equipment and resources are also situated throughout the room. Across the rooms, the indoor environments are purposefully set up in ways that provide opportunities for participation with a range of books, puzzles, manipulative toys, art and craft items, dramatic play equipment, musical instruments, puppets, blocks, and literacy, mathematical and scientific resources. The positioning of the separate learning areas in each room provides for effective supervision. Due to the effective planning of these environments, children engage in quality experiences and activities. Children initiate their own experiences using the equipment and resources that they can independently access. Children engage in solitary, parallel and co-operative play. The outdoor environment is not only a place for children to release energy and engage in physical activity but also for</p>	<p>The self-assessment identified that some outdoor areas of the service are not easily accessible by children with a physical disability. Our school is making effort to have the best in outdoor and indoor facilities. To that extend, in 2016, a new Early Childhood Centre is going to be built and to be used in 2017. The idea is to have more natural environment as part of our outdoor activities. 2016: The new Early Childhood facilities will be built to start being used at the beginning of 2017 school year.</p>

		<p>exploration, problem solving and creative expression. Children play in the sandpit, water activities, digging area, negotiate the obstacle course, play soccer, paint, draw and engage in a stimulating collaborative gardening project in Year 1.</p>	
<p>3.2.2 Resources, materials and equipment are sufficient in number, organized in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.</p>	<p>How are the background and cultures of families and the wider community reflected in the environment? What are our 'rules' about where resources can be used? Do these rules hinder/support children's creativity and learning? How do we regularly evaluate the effectiveness of learning environments and draw links to the intended learning outcomes? How do we document this?</p>	<p>Resources, materials and equipment are sufficient in number, organised in ways that extend every child's participation in the program and consistently used in numerous ways. Children independently select resources and materials. There are open ended and culturally diverse resources in which the children are able to engage in sensory play and exploration. These include puzzles, wooden resources, natural resources, dress ups, dolls, puppets, musical instruments, blocks, box construction, pasting, collage, play dough with natural resources, painting, kitchen utensils, home furniture, many and varied photos of the children and their families, artefacts representing the cultures of families attending the service and technology to enhance children's learning. Resources and materials are regularly rearranged or adjusted to stimulate curiosity or to challenge and allow children to take appropriate risks. There is also flexibility to allow children to move resources and equipment to extend learning. Educators choose resources and materials with children and use them in a way that supports children's sense of belonging, relationships, creativity and learning.</p>	<p>Varied photos of the children and their families, artefacts representing the cultures of families attending the service could be improved.</p>

3.3 The service takes an active role in caring for its environment and contributes to a sustainable future.

Element	Analyse our current practice against the provocations provided. Analysis is not limited to the provocations provided	Strengths	Improvements (Priorities)
<p>3.3.1 Sustainable practices are embedded in service operations.</p>	<p>What policies practices do we have that promote children’s understanding about their responsibility to care for our environment (day to day and long term)? What strategies can we implement to foster children’s capacity to:</p> <ul style="list-style-type: none"> • Value and respect the broader environment and be world-wise? • Understand and appreciate the natural environment and the interdependence between people, plants, animals and the land? 	<p>Sustainable practices are embedded in service operations and consistently promoted in the everyday program. The use of recycled materials, water conservation and energy efficiency contribute to the school operations.</p> <p>There are bins for normal rubbish. The school has a worm farm, in our Year 1, compost bin and vegetable garden. There is also hatched chicks at some time during the year in our Pre-Primary class to remind children of the importance of caring for animals.</p> <p>There is a rain water tank which provides recycled water to the vegetable garden. The Kindergarten children also use this water in the sandpit and digging areas. The children use watering cans and fill these cans from the rain water tank to water the plants, vegetables and fruit. Throughout the activities children use recycled materials in both the indoor and outdoor environments. Recycled materials, including cardboard boxes, tissue boxes, cylinders, paper towel and containers are used in the block area, craft area, painting experiences and in dramatic play. Many of the clothes and equipment used in the dramatic play areas, especially in our Years 1 and 2, are recycled items being purchased from local opportunity shop or recycled items donated from existing families. There are a number of children’s books on recycling which are displayed for children’s interest. Food scraps are also recycled with the food being placed in either the compost bin, given to the worms or to staff to take home for their own chooks.</p>	
<p>3.3.2 Children are supported to become environmentally responsible and show respect for the environment.</p>	<p>How are children involved in our current sustainable practices? How do we model environmentally friendly and sustainable practices? What messages are given to children about what is valued here through the environment, materials, resources and how they are maintained?</p>	<p>Children are actively involved in being environmentally responsible and are supported to continue this involvement within the program and in the broader community. The children attend to the vegetable garden, the compost, the worm farm and plants. The children also water the vegetable garden. The children participate in planned activities that support their engagement with and respect for the natural environment. The children participated in a group gardening experience where a number of seedlings were planted by the children. These included snow peas,</p>	

broad beans, parsley, potatoes, pumpkins, carrots, corn and peas. The children will assist with the watering and maintenance of these crops. When ready for harvest, these vegetables will be picked by the children. They will then be cooked at the school by our Year 1 and a 'SOUP Day' is announced where the whole school is keen to participate during lunch time. This is incorporated into the daily menu. The program facilitates opportunities for children to develop their understanding and respect for the natural environment and the interdependence between people, plants, animals and the land. Educators and children work together on an ongoing basis to learn about and promote the sustainable use of resources and to develop and implement sustainable practices.

Quality Area 4: Staffing Arrangements

Focus: is on the provision of qualified and experienced educators, and nominated 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 programmes

Standard 4.1 **Staffing arrangements enhance children's learning and development and ensure their safety and well being.**

Element	Analyse our current practice against the provocations provided. Analysis is not limited to the provocations provided.	Strengths	Improvements (Priority)
<p>4.1.1 Educator-to-child ratios and qualification requirements are maintained at all times.</p>	<p>Do we have sufficient educators, co-ordinators and staff members available at all times when children are educated and cared for enables the service to deliver quality education and care programs and respond to and promote children's learning and development in the five learning outcomes.</p>	<p>Educator to child ratios and qualification requirements are maintained at all times, and the organisation of educators contributes to a high quality learning and care environment for children.</p> <p>Kindergarten operates on a five days fortnightly roster from 8:45am to 3:00pm. 2 full days one week, three full days the following week.</p> <p>Pre-Primary to Year 2 's timetable is full time starting each day 8:30am and finishing by 3:15pm.</p> <ul style="list-style-type: none"> • The Early Childhood are of the school employs twenty two staff who have a diverse and extensive range of qualifications and experience in early childhood education and care settings. • Qualifications range from university teaching degrees in education (early childhood); Master Degree in Early Childhood, diplomas (children's services); certificate III and IV in community services (children's services) and Diploma of Education Assistant. Labelled photos of educators and staff are provided to the school families. Educators are employed on either a full or part time basis. The availability of part time educators ensures continuity of care for all children at the service when relief educators are required. The service also has regular casual educators who relieve for permanent staff. • The majority of staff have been employed at the service for a number of years with the nominated supervisor being employed for over twenty five years, the educational leader for over twenty years and only two staff members being employed this year due to the school grow in students number. 	

- Staff records include educators first aid qualifications and working with children checks. Educators have attended training in first aid; anaphylaxis; asthma and child protection.
- The school is operating above ratio requirements. The educator to child ratios and qualifications are maintained at all times including meal breaks and set up and pack away times. Educators ensure children are adequately supervised, engaged in activities and cared for during transition times. In the outdoor area, the children are also supervised above ratio requirements which contribute to quality interactions and positive learning experiences. Room leaders have programming time on a weekly basis to assist in the delivery of a quality program.
- The school supports the educational training needs of those employees studying for their certificate IV in children's services and those educators studying for their diploma in children's services the school pays for their tuition fees, including an Education Assistant is at present studying for her degree in early childhood.
- The school provides staffing arrangements that support children's learning and wellbeing, with educator to child ratios and staff qualifications exceeding regulatory requirements.
- Carefully planned rosters ensure educators are always available to respond to children and to support continuity of care and adequate supervision at all times.
- Overall staff arrangements contribute to an advanced care and supportive environment for children. It is very apparent the service is committed to delivering high quality education and care programs which responds to and promotes children's learning and development.

4.2

Educators, co-ordinators and staff members are respectful and ethical.

Element	Analyse our current practice against the provocations provided. Analysis is not limited to the provocations provided.	Strengths	Improvements (Priority)
<p>4.2.1 Professional standards guide practice, interactions and relationships.</p>	<p>Is our Early Childhood School Handbook sufficient in providing information on:</p> <ul style="list-style-type: none"> • Statement of philosophy • The code of ethics • Position descriptions • Professional standards that apply to educators. <p>Does our practice reflects the beliefs outlined in our statement of philosophy? How do we promote professionalism, confidentiality and ethical conduct?</p>	<p>Professional standards are embedded in practice, interactions and relationships, and this promotes positive relationships, and a safe and predictable environment both for children and adults. The atmosphere is positive and calm with children communicating effectively and developing positive attachments with their peers and other adults.</p> <p>The school is committed to the 'Statement of Principles' which is displayed in the Staff Handbook and all staff is made aware of. Practice of these values is demonstrated by all educators towards children, colleagues, families and visitors. Educators greet each other upon arrival and departure in a friendly and gentle manner. The school philosophy is included in the school policies and procedures and in the parent handbook. The philosophy underpins early childhood education and care practices of the service, and care, empathy and respect are an integral part of practice demonstrated by educators.</p> <p>Educators are familiar with documents such as the Regulations and the Law, EYLF documents, and the National Quality Standards (NQS). These publications are located in the administration area and across the school. The school policies and procedures are located in the main classroom and made available to all staff members.</p> <p>The comprehensive staff handbook is readily available for both existing and new staff members. The staff room and nominated supervisors room contains up to date information from early childhood organisations as well as numerous reference books, publications and information in different languages to assist families. The school population is above 80% made up of families with English as an Additional Language or Dialect.</p>	
<p>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.</p>	<p>How do we ensure information is shared between management, coordinators and staff? How do we provide for educators, coordinators and staff members to conversations, discussions and further their</p>	<p>Educators and staff consistently demonstrate a high level of collaboration. They affirm, challenge, support and learn from each other to continually improve skills to enhance practice and relationships. The school has a number of internal meetings to facilitate communication, share information, plan and develop common understandings and objectives. Educators communicate with each other through</p>	

skills or to improve practice and relationships?
How can we ensure everyone's voice is heard?

the use of the staff room notice board which documents day to day happenings at the school. Educators also have their own reflective journals and there is a system in place in which the room leader will ask open ended questions in relation to the curriculum on a fortnightly basis to all educators. Staff meetings are held on a regular basis. Staff development is also conducted at some of these meetings. The meetings are documented and available to all participants. The nominated supervisor provides up to date training at these team meetings. Presentations by the nominated supervisor have included information on the EYLF. These presentations have included the visit of an international guest speaker, Paddy Beels, on the Early Childhood. There is a collaborative approach to programming with respectful input from all educators. To this end, the school has organized for the at least two teachers to coincide with the Duty Other Than Teaching (DOTT) Time Preparation. The educational leader supports and encourages all educators to document daily reflections on the children with these reflections being the basis of planning for the individual needs, interests and abilities of the children. The educational leader is proactive in this role, providing feedback on curriculum planning and offering support in setting individual goals. All documentation is referenced to the EYLF outcomes. Staff engage in daily verbal interactions about the curriculum. A staff noticeboard displays pertinent up to date information. Educators are supported to attend professional development training with information being shared. Each teacher that has attended a Professional development seminar is asked to present the knowledge acquired to the other teachers. The educators support each other, sharing tasks and responsibilities and offering assistance to each other. Throughout the school educators equally share routine tasks. Each teacher during the year is required to have a presentation of an Australian Institute for Teaching and School Leadership (aitls) performance to the rest of the staff. This is done as part of the teachers' self-reflection and self-appraisal. Educators also support each other in their continuing studies with educators stating they receive support and guidance from management, the nominated supervisor, the educational leader and other peers as they continue to combine fulltime work with study commitments. Interactions consistently demonstrate mutual respect, equity and recognition of each other's strengths and skills, promoting a positive atmosphere within the school. A positive working relationship is evident at the school. There is an atmosphere of openness where the charter for the

		<p>Australian teaching profession is reflected in everyday practice.</p>
<p>4.2.3 Interactions convey mutual respect, equity and recognition of each other's strengths and skills.</p>	<p>What makes Emmanuel Christian Community School a good place to be/work? Do we need a relief teacher pack/induction pack for new staff? Have we/how often do we review the code of conduct/code of ethics and ensure our practices align with the code? How would we solve any ethical issues that arise?</p>	<p>Educators are respectful of each other. As educators depart for their break they acknowledge the relief educator and advise as to the activity/experience they are involved in with the children and discuss the length of time they will be away from the room. Relieving educators are supported by other team members. A relieving educator was supported by permanent educators during the day with educators consistently explaining routines and procedures. The calm and peaceful atmosphere is evident throughout the school is supported by the respect shown between educators. In every classroom there is a 'green file' that contains information about the class and extra work if needs to.</p>

Quality Area 5: Relationships with children

Focus: is on relationships with children being responsive and respectful and promoting children sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

Standard 5.1 **Respectful and equitable relationships are developed and maintained with each child.**

Element	Analyse our current practice against the provocations provided. Analysis is not limited to the provocations provided.	Strengths	Improvements (Priority)
5.1.1 Interactions with each child are warm, responsive and build trusting relationships.	How do we build close, secure relationships with children of all ages, abilities, genders and background? How do we ensure a relaxed and happy atmosphere? How do we help children feel they belong at Emmanuel Christian Community School?	Interactions with each child are consistently warm, responsive and build trusting relationships that promote children's sense of security and belonging. The atmosphere throughout the school is relaxed and happy. Music is played in the classrooms and in the school ground before the school starts at 8:30am. Mealtimes are relaxed and unhurried during which educators sit and talk to the children. Educators are consistently affectionate towards children, using soft comforting touch, patting and cuddling children as appropriate.	
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.	How do we engage in play? What roles do we play? How do we interact with children to engage them in learning?	Educators talk and engage in conversation with the children when washing hands and at lunch time. Each child is consistently encouraged and supported to engage with educators in meaningful, open interactions that enhance the acquisition of skills for life and learning. Educators consistently engage in intentional teaching and recognise that learning occurs in social contexts with interactions and conversations vitally important for children's learning. A gardening project in the outdoor area involved all children. The educator scaffolded the children's learning by assisting them in gaining knowledge and also encouraging the development of the children problem solving skills. Educators also respond positively and respectfully to children's comments, questions and requests for assistance.	
5.1.3 Each child is supported to feel secure, confident and included.	How do we use conversations and interactions with children to make routine times enjoyable and meaningful learning opportunities? How do we celebrate children's achievements/improvements/milestones? How do we build our knowledge of each child's cultural/historical identity?	Each child is consistently included and involved in the program and displays confidence and security. All children attending the school feel comforted and part of their environment. The school supports the children's sense of belonging. Children and family photos are displayed throughout the classroom. Each classroom has photos depicted in a variety of ways. The presentation of these	

photos highlights the care and genuine respect each educator has for families and children attending the school. This provides children with a further sense of being and belonging to the school. Group sizes and staffing practices support the establishment of secure relationships between educators and children.

Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

Element	Analyse our current practice against the provocations provided. Analysis is not limited to the provocations provided.	Strengths	Improvements (Priority)
<p>5.2.1 Each child is supported to work with, learn from and help others through collaborative learning opportunities.</p>	<p>How do we broaden children’s perspectives and encourage an appreciation of diversity and difference? How do we help children to form and maintain positive relationships with others? How a culture of respect, equity and fairness developed and communicated? How are our programmes and routines structured to allow for adequate time for children to engage in projects/play of their own choosing with a variety of peers and adults?</p>	<p>Collaborative learning opportunities are effectively facilitated and every child is consistently supported to work with, learn from and help others. Children engage in enjoyable interactions with their peers and contribute to shared play experiences. In the indoor environment, separate learning areas are planned to facilitate collaborative learning approaches. These areas include small group experiences such as block play, reading areas, art/craft areas and dramatic play areas. Children engage in ongoing collaborative projects they have initiated that involve research, planning, problem solving and shared decision making. From a child’s interest in playing how to be a dentist, educators and children embarked on a dentist project. This involved research at the library, a visitor dentist nurse coming to the school.</p>	
<p>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.</p>	<p>How do we model positive, respectful relationships with others? How do we ensure the environment is conducive to the development of interpersonal relationships? How do we guide the children’s behaviour? How do we keep abreast of current information in this area? How do we work with other professionals to manage the guidance of behaviour?</p>	<p>Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. The school has a comprehensive policy and procedure entitled ‘Behaviour Management’ which guides educators in promoting and modelling positive ways for children to relate to others and to manage their own behaviour. The environment is calm and relaxed and this contributes to children interacting in a peaceful and conflict free manner. Children engage in cooperative helpful behaviour. The children assist at clean up time helping educators and their peers with tidying and cleaning the separate learning areas within the environment. A child who is distressed at group time due to any circumstances, is comforted immediately by an educator, who embraces him/her and provides reassuring words.</p>	

5.2.3

The dignity and rights of every child are maintained at all times.

How do we develop a sense of community at Emmanuel Christian Community School?

Are our practices supportive of ensuring each child has a right to:

- Make choices
- Being acknowledged for positive choices.
- Stress and frustration are minimised.
- Develop skills to self regulate.
- Develop/promote good self esteem.

The dignity and rights of every child are consistently supported and promoted at all times. Educators treat children with dignity and respect. Educators are calm, patient and consistent in their interactions with children. The children are able to make choices throughout the day, including the activities they want to be involved in, to who they want to sit with at meal times. These choices are acknowledged.

Quality Area 6: Collaborative Partnership with families and communities

Focus: is 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

Standard 6.1 **Respectful and supportive relationships with families are developed and maintained.**

Element	Analyse our current practice against the provocations provided. Analysis is not limited to the provocations provided.	Strengths	Improvements (Priority)
<p>6.1.1 There is an effective enrolment and orientation process for families.</p>	<p>How do we make all families feel welcome at Emmanuel Christian Community School? How do we share information with families during the settling in period? EYLF page 9. How do we communicate with families from Non-Speaking backgrounds?</p>	<p>There is an effective enrolment and orientation process based on active communication, consultation and collaboration with families that supports all families. Families with siblings in the school, together with new families, are contacted and invited to visit the school. There is a Play Group attached to the service where families and students are invited to attend a morning session to be familiar with our Kindy activities On the orientation day families have a tour of the premises, meet staff and are provided with information about the kindergarten. A comprehensive welcoming pack is provided. Families are encouraged to talk with the nominated supervisor about their expectations in relation to their child's learning and routines to ensure continuity of care between the home and the service. Information gathered is also used to plan activities that will interest the child and assist to settle them into the program. Families are offered day visits to the service prior to the child starting and on commencement of care gradually staying for shorter periods. Families may also stay until their child is comfortable. Welcome letters are sent to parents and child prior to year commencement. Because of the large population of students as English As An Additional Language or Dialect, when needed a translator is asked to come in to communicate with English as a Second Language Parents.</p>	
<p>6.1.2 Families have opportunities to be involved in the service and contribute to service decisions.</p>	<p>How do we encourage a culture of open communication? EYLF page 13 How do we communicate children's achievements/progress in a timely manner? How do we create a welcoming environment for families? EYLF page 5 How do families contribute to curriculum decisions? How do we know what families think about Emmanuel Christian Community School?</p>	<p>Families are offered a range of opportunities to be actively involved and are encouraged to significantly contribute to service decisions. Parents are invited to stand for election to the board of management of the parent group. Families are welcome to attend service management meetings to discuss and make decisions on issues concerning the service. Families are invited to contribute to the service's activities, for example; grandparent's day, mother's day, father's day, international day, etc.</p>	

	Do we document family involvement?	Parents are welcome to help in the classroom. Parents are asked to be involved in incursions and excursions. Parents are encouraged to attend Parents meeting.
6.1.3 Current information about the service is available to families.	How are parents kept informed about the operation of Emmanuel Christian Community School?	Comprehensive and current information about the service is provided to families in an accessible format. An information pack about the service is provided to all families on enrolment. Current information about the operation of the service is provided to all families through the Parent Handbook. It details the school philosophy. Fortnightly newsletters are provided for families. Specific notes are placed in individual child's display pockets. Families may choose to receive information via emails such as excursion notes and workshop details. Notices are placed in the foyer near the sign in sheets and on doors for example the presence of illness or absentee note, or authority to collect a child.

Standard 6.2 Families are supported in their parenting role and their values and beliefs about childrearing are respected.

Element	Analyse our current practice against the provocations provided. Analysis is not limited to the provocations provided.	Strengths	Improvements (Priority)
<p>6.2.1 The expertise of families is 47recognized and they share in decision making about their child’s learning and wellbeing.</p>	<p>Do families have opportunities to provide regular feedback, make sessions and contribute to curriculum decisions? How do we learn about children’s families and backgrounds? Do we update this? What do we do when families make unusual requests or express concerns?</p>	<p>The expertise of families is actively sought and valued and they have the opportunity to share in decision-making about their child’s learning and wellbeing and contribute to the service program. The service supports consistency between each child’s home and the service by collecting relevant information during the enrolment interview and from the enrolment form. Information about the child’s routines with eating, toileting and sleeping is collected through a formal interview with the teacher. Families are also asked to provide information about cultural or religious beliefs and special requirements relating to a child’s medical condition. Additional information is obtained from children’s interest sheets which contain information such as things they like and their favourite thing to do. Daily information is exchanged with families at arrival and departure times such as what has been happening at home. Discussions between educators and families may be arranged at any time for families. The nominated supervisor and educators show an understanding of each child and each child’s family. For example an educator asking about the arrival of a new baby and another about “granny’s wake.” Daily journals are displayed in a History Photo Book available to all families at the door. It allows families to comment and make suggestions about the curriculum and service activities. Family expertise in particular fields has been recognised. For example, Parents who play guitar or any other instrument are welcome to come and sing songs with the children. Parents with occupations that are relevant to the program are invited to come and speak to the children.</p>	
<p>6.2.2 Current information is available to families about community services and resources to support parenting and family wellbeing.</p>	<p>How do we assist families to locate/contact and/or access local community services?</p>	<p>Current information about community services and resources is provided in a variety of accessible forms to all families to support parenting and family wellbeing. The foyer of the service contains a variety of pamphlets containing information for parents about issues such as child safety, medical issues, and nutrition. There is also information about community services such as women’s</p>	

refuges and where to seek help for problem gambling or family counselling. The service's fortnightly newsletter informs families about parent workshops and programs. Pastors and the Church, Chaplains are available to help families. FoodBank hampers are given to families in emergencies.

Standard 6.3 The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.

Element	Analyse our current practice against the provocations provided. Analysis is not limited to the provocations provided.	Strengths	Improvements (Priority)
<p>6.3.1 Links with relevant community and support agencies are established and maintained.</p>	<p>How do we develop links and relationships with other services and support agencies (eg. Before and after school care)? What is the process for making referrals? Is this written down? Do we know where to access it? What documentation do we keep of working with other agencies?</p>	<p>Links with relevant community and support agencies are well established and maintained consistently. The nominated supervisor is heavily involved with interagency co-ordination and a variety of projects throughout the local community including:</p> <ul style="list-style-type: none"> • early childhood conferences and forums. • Links with community health are maintained such as speech pathology, dental clinic and eye sight testing. Links are also maintained with educational institutions. Eg. Work closely with Roseworth Centre • West Coast Institute, Perth, Western Australia students attend the service for placements. • Early Childhood students (K-2) entertain with assemblies the local Church seniors on a regular basis. • We have developed relationship with Salvation Army Childcare because parent links with the service. <p>Children and families experience a positive transition from home to the service with educators warmly greeting children, siblings and parents by name. Information about children's experiences is shared between educators and families. For example a parent discussed their child's home behaviour and settling strategies. Another parent spoke to an educator about having their child's hair cut since he last</p>	

		attended the service. The child removed his hat to show the educator his new appearance.
6.3.2 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.	<p>What strategies do we have in place for creating positive transitions between home and school?</p> <p>What strategies do we have for in school transitions? (group to group, subject to classroom, year to year)</p> <p>How do we cover road safety/excursion safety?</p> <p>Do we need to revamp our excursion forms? (risk assessment, etc.)</p>	<p>Transition to an upper grade is promoted through various channels. Transition to another room within the service is facilitated by short visits into the new room with a known educator or with the next year teacher visiting the classroom and making the students feeling comfortable with the new teacher.</p> <p>School classroom teachers from each class receiving new children from the previous class visit the classroom to meet the children.</p>
6.3.3 Access to inclusion and support assistance is facilitated.	<p>How/Do programs from other professionals inform programs at school – how is this documented?</p> <p>How do we document our work with other professionals to help children?</p> <p>Do our resources display inclusivity of people with disabilities?</p>	<p>The service provides the families with a resource booklet entitled 'Learn Through Play'. The booklet contains information about how to help children adjust to going to school.</p> <p>Inclusion and support assistance is consistently facilitated, ensuring each child is able to participate fully in the program.</p> <p>Therapists contribute to the program for children with additional needs. Speech pathologists will provide educators with individual activities for children to complete while at the service. Educators also buy, borrow or make resources that enable children to participate in the program.</p> <p>The school provides resources such Ipad to support a child having difficulty with communication. Educators also access resources or purchase an ergonomic table to assist with cathetering to a spina bifida child. Inclusion support workers, such nurses are employed to assist staff to support children with additional needs to participate in the program. This was demonstrated when an OT for a child with autism regularly visited the Kidnergarten classroom on a fortnightly basis. Each time she noted concerns from teacher and offered advice and suggested strategies to use. These were documented in the child's Individual Educational Program)IEP) stored in his file and passed on to the Pre-Primary Teacher.</p>
6.3.4 The service builds relationships and engages with their local community.	<p>Does our environment reflect the cultural identity of our families? And cultural diversity?</p> <p>Our resources giving a balanced view of contemporary Australia?</p> <p>How do we engage with the culture of Aboriginal and Torres Strait Islander people?</p>	<p>The service establishes effective relationships and actively engages with their local community. Community members come into the service and the service participates in the local community. Children participate in excursions.</p> <p>A parent with Aboriginal heritage came to the service and demonstrated Aboriginal art techniques and worked with the children on a piece of art. The completed painting now hangs on the wall of one classroom. Celebrate NAIDOC week with incursion of aboriginal dancers. The school is</p>

linked with the Romanian, Sudanese, and Burmese fellowships.

The school is heavily involved with mission to support other cultures in Africa through the ministry of Eagles Wing

There were an opportunity for educators and families to liaise with other children's services, health services and organisations working with families in the local area. These services included Child and Parent Centre, Roseworth, Community Health, Mission Australia and Aboriginal Medical Service.

A lady from the Girrawheen Library comes in and talks to students and gives them a 'Better Beginnings' bag.

Quality Area 7: Leadership and Service Management

Focus: is 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.

Standard 7.1 **Effective leadership promotes a positive organisational culture and builds a professional learning community.**

Element	Analyse our current practice against the provocations provided. Analysis is not limited to the provocations provided.	Strengths	Improvements (Priority)
7.1.1 Appropriate governance arrangements are in place to manage the service.	How well do people in the organisation understand the roles of members of the management and board? Is there a constitution that is readily available to everyone at the setting? Are the roles of the board/management defined so that there is no blurring of the boundaries between governance and operational matters? Are the process in place for representation of quality matters to the management and board?	Well established governance arrangements, which are regularly reviewed, contribute to the effective management of the service. Governance policies have been developed. These include financial planning and budgeting and asset protection. Board meetings. Staff handbook defines role of board Board member come into Kindy to assist. Teachers meet with board members at the beginning of the year.	
7.1.2 The induction of educators, co-ordinators and staff members is comprehensive.	What processes are in place for the orientation of educators and other adults within the school? How are news staff supported during the first few months? How are the philosophy and values of the service presented to new staff?	The induction of educators and staff is comprehensive and contributes to sustained quality relationships and environments that facilitate children's learning and development. New staff members receive an induction pack which includes policies, code of ethics, information on the United Nations convention on the rights of the child and the service philosophy. The nominated supervisor or the second in charge discusses the running of the service and completes an induction checklist with the educator which covers practical issues such as the location of first aid kits and discusses service practice such as the responsibility of supervision. Senior teachers mentor new teachers. New teachers work closely with teachers to establish classroom routine before taking over.	
7.1.3 Every effort is made to promote continuity of educators and co-ordinators at the service.	What factors support staff to feel valued? How do we build staff cohesion? What responsibilities do management boards have in making decisions about staff remuneration and conditions? What is the role of leadership in advocating for professional conditions?	Effective processes are in place to consistently achieve continuity of educators and co-ordinators resulting in the establishment and maintenance of secure relationships with children. Staffing arrangements reflect the importance of educator continuity on a day-to-day basis with each room having its own dedicated educators.	

		<p>All full time teachers (k-2) receive one day per week programming time. Part-time teachers receive 1 day fortnightly programming preparation.</p> <p>Training courses are paid for by the service.</p> <p>Teachers are encouraged to attend Professional Development where the travelling and accommodation expenses are covered by the school.</p>	
<p>7.1.4</p> <p>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.</p>	<p>How can all educators contribute to pedagogical leadership within a setting?</p> <p>Who takes responsibility for ensuring that there is a dynamic professional learning community?</p> <p>What type of activities could contribute to create the conditions for professional learning?</p> <p>What opportunities are there for critical reflection?</p> <p>How do we promote children’s learning to families?</p> <p>How do we set goals for teaching and learning?</p>	<p>A suitably qualified and experienced educator or co-ordinator consistently leads the effective development of the curriculum, and ensures the establishment of clear goals and high expectations for teaching and learning. The position of educational leader has been shared by the Deputy Principall and an Early Childhood senior staff. Both the educational leader and the nominated supervisor have extensive experience in early childhood education. The nominated supervisor has been working in the for 25years and the educational leader for more than 20 years. The EYLF is reflected in the philosophy of the service. Goals and expectations for teaching and learning are established with the nominated supervisor during staff appraisal. Gaps in learning are identified through teacher’s observation and standard tests and potential opportunities for learning explored. The educational leader will meet with team leaders. Team leaders will then pose questions in the reflective journal and ask educators to respond. Questions such as “How do you bring value to the team?” “What are we aiming to do with our own practice?” are asked on a fortnightly basis to all educators. Staff meetings provide opportunities for learning and establishing expectations for teaching. During the staff meetings, discussions are promoted on issues such as cultural competence and program documentation.</p> <p>The Deputy principal will look over programs each term and suggest improvements to be made.</p>	<p>Seminars need to be conducted for parents on the EYLF.</p>
<p>7.1.5</p> <p>Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.</p>	<p>What types of health related benefits are available to staff?</p> <p>In what ways do leadership and management responsibilities link with staff satisfaction and wellbeing?</p> <p>What role do staff professional learning and opportunities for growth and development play in building positive staff morale?</p> <p>How does the school balance the interests of children and families with staff wellbeing?</p> <p>What problems might arise from focussing on only staff satisfaction?</p>	<p>Adults working with children have the Working with Children Card and Police Clearance. This is checked every three years and there is a proper register in the administration.</p> <p>Appropriate leave are provided to staff. Sick leave, carers leave, long service leave and parental leave.</p>	

Standard 7.2 There is a commitment to continuous improvement.

Element	Analyse our current practice against the provocations provided. Analysis is not limited to the provocations provided.	Strengths	Improvements (Priority)
<p>7.2.1 A statement of philosophy is developed and guides all aspects of the service's operations.</p>	<p>How can management/leadership foster a sense of community within an early childhood organisation? What connections can you see between our philosophy and its program planning, presentation and evaluation? What strategies are being used to identify and harness the diverse family values reflected in our local community in the ministry/work of the school? To what extent does it capture the presence of this year's new children and families? How is your philosophy used in the day-to-day work and when developing any new projects?</p>	<p>A statement of philosophy is regularly reviewed by educators and staff and is consistently evident in all aspects of the service's operations. The service's statement of philosophy is included in the induction process for all staff members and in the enrolment and orientation process for families. It is available in the policy book. The philosophy reflects the principles and learning outcomes of the EYLF which underpins everyday practice at the service.</p>	
<p>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.</p>	<p>Do we have clearly documented position statements for all staff? What attitudes do we hold about feedback and appraisal? Who is involved in providing feedback to staff? What aspects of professional work are covered in existing appraisals? What is the nature of the existing appraisal system? How could it be made more useful in supporting staff professional growth? How can individual development plans be used effectively as a tool to support the differing abilities of each staff member? How can a leader support staff to set achievable goals?</p>	<p>The performance of educators and staff members is evaluated and individual development plans are in place to support performance improvement. Staff appraisals are conducted school term through the presentation of the teachers programs to the nominated supervisor or second in charge at the service. Educators complete a staff performance review sheet which is the staff member's reflection on their role and training. Any problems or difficulties are discussed during the interview. The appraisal process is not always documented.</p>	
<p>7.2.3 An effective self-assessment and quality improvement process is in place.</p>	<p>How are policies and procedures, records and information integrated to form a cohesive approach in the delivery of services to children and families?</p>	<p>An effective self-assessment and quality improvement process is in place. The self-assessment process began with the National Quality Standard being discussed at length during staff meetings.</p>	

Which types of professional learning opportunities have been most/least effective? Why?
 Who or what can contribute to developing a culture of professional learning?
 What will be our process for planning and reviewing EYLF? How often?

All teachers are registered with the TRB – Teacher Registration Board.
 Continues Professional Development is offered to teachers to keep them up to date on current issues and improve their learning. Relief teachers are provided when needed.

Standard 7.3 Administrative systems enable the effective management of a quality service.

Element	Analyse our current practice against the provocations provided. Analysis is not limited to the provocations provided.	Strengths	Improvements (Priority)
<p>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.</p>	<p>What guidelines are in place to protect the privacy of families? How are educators able to access relevant information about family contexts? How would the effectiveness of the school administrative systems be rated? When was the child information form that was distributed to parents last revised? Do records and information reflect the current demographic and context of the types of families attending the service? Are forms culturally sensitive in the types of questions being asked, and available in different languages if necessary? How are families informed of the importance and confidentiality of these forms?</p>	<p>Records and information are regularly reviewed, stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements. Confidential records are stored in a locked filing cabinet in the office of the service. Computer files are password protected. The nominated supervisor is aware of the legislative requirements for the retention of records such as incident, injury, trauma and illness records. Archived boxes are marked with the list of contents and the date on which the records may be destroyed. Records and information such as information on enrolment records are reviewed and updated each year. Additionally there is a form in the office available asking parents to update information during the year. The newsletter is used to remind parents about updating information when required. The service reviews forms for collecting information. For example templates are being introduced for medication and excursion risk assessments.</p>	
<p>7.3.2 Administrative systems are established and maintained to ensure the effective operation of the service.</p>	<p>How are data collected and used to review program performance? What records exist to track each individual educator's professional development? How do staff records contribute to customising professional development plans for individual educators or for the group? What entry and exit records are kept of both children and staff at the service?</p>	<p>Well managed administrative systems ensure effective operation of the service and contribute to continuous service improvement. The service has a full time administration secretary position. This position is responsible for administrative systems such as maintenance of children's enrolment records. The nominated</p>	

		<p>supervisor is available to assist with administration responsibilities.</p> <p>Teachers Professional development are updated via TRB by each teacher. Principal records each staff's attendance at PD and provides this to the end of the year.</p>
<p>7.3.3</p> <p>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.</p>	<p>What process or policy Emmanuel Christian Community School has in order to inform The Regulatory Authority of any complaints that have the capacity to impact on the provider approval or service approval. The Regulatory Authority must also be informed of any serious incidents that occur at the service.</p>	<p>Emmanuel Christian Community has in place a 'Critical Incidents' policy to report within 48 hours the Department of Education Services and all staff have been informed of it.</p>
<p>7.3.4</p> <p>Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.</p>	<p>What grievance policies are in place and are they easily accessible by all staff? Have the grievance procedures been evaluated regularly? If so, did the staff provide feedback on methods on ensuring greater transparency in the procedure? What procedures are in place to ensure all matters are followed up? What strategies can be used to minimise the emotional and stressful nature of managing a grievance?</p>	<p>Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner. A record file is kept in the Deputy Principal's office. Prescribed information as required under the Regulation pertaining to the contact details of the person to whom complaints may be addressed and the regulatory authority is displayed in the staff handbook and the policy is published in the parents handbook. Families are able to talk to the room leaders, the second in charge, the nominated supervisor, the school principal or write to the school board when they have a concern or complaint. Once the complainant has been listened to the nominated supervisor discusses the issue with those involved. The complainant is then contacted to discuss the outcomes, solutions and any changes that may have resulted from the complaint. All complaints are documented in a complaint record book kept in the deputy principal's office. Documentation is photocopied and placed in the family's file.</p>
<p>7.3.5</p> <p>Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.</p>	<p>How are the policies and procedures developed at Emmanuel Christian Community School? What strategies are in place to assess the relevance and effectiveness of policies from a long term perspective? What policies should we have?</p>	<p>Service practices are based on effectively documented policies and procedures that are readily available at the service and reviewed and evaluated regularly in partnership with educators, staff members and families. Policies are readily available to parents and educators at the service. Staff and families</p>

are notified of policies under review by the newsletter and email.
Staff members provide feedback to the nominated supervisor which is then considered at the next board meeting.
Policies are documented and minuted at the school board meetings.

Quality Improvement Plan for Quality Area 1 Educational programs and practices

Key improvements sought for quality area 1.1.4

Date: 21/03/2016

<p>Element: The documentation about each child’s program and progress is available to families</p> <p>Identified issue: The self assessment identified the weekly curriculum is not displayed for those who wish to see them on large A3 sheets, with the analysis of learning linked to the five (EYLF) outcomes.</p>
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IMPROVEMENT PLAN

Standard Element	What outcome do we seek?	Priority (L/M/H)	Steps	Success measure	By when?	Progress notes
<p>1.1.4 The documentation about each child’s program and progress is available to families</p>	<p>The weekly curriculum (program) is displayed for those who wish to see them on large A3 sheets, with the analysis of learning linked to the five (EYLF) outcomes.</p> <p>Class Books. Families are encouraged to contribute to class books and they are available at all time.</p> <p>Communication diaries are also encouraged particularly for the younger children, in relation to sleep, diet and toileting information.</p>	<p>L</p>				

Quality Improvement Plan for Quality Area 1 Educational Programs and Practices

Key improvements sought for quality area 1.2.1

Date: 20/3/2016

<p>Element: Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation</p> <p>Identified issue: The self assessment identified that we have to improve our planning cycle by making it evident.</p>
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IMPROVEMENT PLAN

Standard Element	What outcome do we seek?	Priority (L/M/H)	Steps	Success measure	By when?	Progress notes
<p>1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation</p>	<p>Our planning cycle becomes more evident</p>	<p>M</p>	<p>.</p>			

Quality Improvement Plan for Quality Area 1 Educational Programs and Practices

Key improvements sought for quality area 1.2.2

Date: 20/3/2016

Element: Educators respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning.

Identified issue:

The self assessment team identified that we need to document our own reflections on children’s experiences, thinking and learning. How we use our own reflections to lead to scaffolding further learning opportunities.

IMPROVEMENT PLAN

Standard Element	What outcome do we seek?	Priority (L/M/H)	Steps	Success measure	By when?	Progress notes
Educators respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning.	There is documentation to make on our own reflections on children’s experiences, thinking and learning. We use our own reflections to produce scaffolded learning opportunities.	High				

Quality Improvement Plan for Quality Area 2 Children’s health and safety

Key improvements sought for quality area 2.1.3 Effective hygiene practices are promoted and implemented.

Date: 20/3/2016

Element: 2.1.3 Effective hygiene practices are promoted and implemented.

Identified issue:

The self assessment team identified that procedures need to be written to make sure that Education Assistants in all classes are aware how to clean the classrooms, bathrooms and equipment.

IMPROVEMENT PLAN

Standard Element	What outcome do we seek?	Priority (L/M/H)	Steps	Success measure	By when?	Progress notes
Effective hygiene practices are promoted and implemented.	Procedures need to be written to make sure that Education Assistants in all classes are aware how to clean the classrooms, bathrooms and equipment. All staff are aware of and sound implement hygiene practices.	High	. Meet together to inform/reflect on practice. Inform staff of NQS guideliens. Establish routines and practices. Document via posters and rosters	Established routines and practices re: <ul style="list-style-type: none"> • Cleaning work areas/tables • Kitchen sink and benches • Kitchen area • Toys/equipment • Accidents and spills. 	End of semester 1, 2016	

Quality Improvement Plan for Quality Area 2 Children’s health and safety

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

Identified issue:

The self assessment team identified the need to have immediate access to a first aid kit. Need to regularly update the First Aid Kit.

IMPROVEMENT PLAN

Standard Element	What outcome do we seek?	Priority (L/M/H)	Steps	Success measure	By when?	Progress notes
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	Procedures need to be written to make sure that Education Assistants in all classes are aware how to clean the classrooms, bathrooms and equipment. All staff are aware, informed and implement sound, agreed practices. Access to/regular update of a First Aid Kit.	High	<p>INFORM/UPDATE All staff re current best practice and guidelines. REVIEW of current First Aid Kits-</p> <ul style="list-style-type: none"> • Storage • Access • Content <p>PROVISION of replacement First Aid Kits SYSTEM for uupdate of Kit contents.</p>	<p>WRITTEN procedures and practices.</p> <p>POSTERS AND ROSTERS produced and displayed.</p> <p>FIRST AID KIT readily and accessible.</p> <p>ROUTINE for regular updates of First Aid Kit.</p>	End of Semester 1 , 2016	

Quality Improvement Plan for Quality Area 3 Physical environment

Key improvements sought for quality area 3.1 The design and location of the premises is appropriate for the operation of the service. Date: 20/3/2016

Element: 3.1.2 Premises, furniture and equipment are safe, clean and well maintained.

Identified issue:

The self assessment team identified that we need procedures for safety/maintenance checks and cleaning? Where do we have documents that confirm equipment meets Australian standards?

Are sandpits regularly raked cleaned? Do we have risk assessment documentation for the physical environment?

IMPROVEMENT PLAN

Standard Element	What outcome do we seek?	Priority (L/M/H)	Steps	Success measure	By when?	Progress notes
Element: 3.1.2 Premises, furniture and equipment are safe, clean and well maintained.	Procedures for checking for safety/maintenance cleaning. File with assessment documentation available in the classroom.	Medium	<p>Make an AUDIT of premises furniture and equipment.</p> <p>ASSESS safety, cleanliness and working order of equipment.</p> <p>ESTABLISH a 'Maintenance Book' procedure for repairs/replacement.</p>		End of term 4, 2016	

Quality Improvement Plan for Quality Area 3 Physical environment

Key improvements sought for quality area 3.1 The design and location of the premises is appropriate for the operation of the service. Date: 20/3/2016

<p>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.</p> <p>Identified issue: The self assessment team identified that we need to make sure that we have a roster displayed outside in the play area.</p>

IMPROVEMENT PLAN

Standard Element	What outcome do we seek?	Priority (L/M/H)	Steps	Success measure	By when?	Progress notes
<p>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.</p>	<p>A roster will be displayed for outside play.</p> <p>REGULAR set up and pack away of outdoor equipment by staff.</p> <p>Good working order of outdoor equipment.</p> <p>Adequate storage of equipment.</p> <p>Use of appropriate to the toys/equipment program planned.</p> <p>Involvement of children in pack up routines.</p>	<p>Medium</p>	<p>AUDIT of outdoor toys/equipment.</p> <p>REMOVAL of toys/equipment which are excess or poor quality or inappropriate.</p> <p>ROUTINES for cleaning/clearing to be supported by children.</p>	<p>ROSTER for set up/pack away of outdoor rquipment.</p> <p>OUTDOOR learning supported by appropriate toys and equipment.</p>	<p>End of term 2, 2016</p>	

Quality Improvement Plan for Quality Area 3 – Physical Environment

Key improvements sought for quality area 3.2

Date: 20th February, 2016

<p>Element: The environment is inclusive, promotes competence, independent exploration and learning through play.</p> <p>Identified issue: The self-assessment identified that some outdoor areas of the service are not easily accessible by children with a physical disability.</p>
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IMPROVEMENT PLAN

Standard Element	What outcome do we seek?	Priority (L/M/H)	Steps	Success measure	By when?	Progress notes
<p>3.2.1 Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.</p>	<p>Improved access to all areas of the outdoor environment for children with physical disabilities who are currently enrolled or may be enrolled in the future.</p> <p>Improved natural play area outdoor.</p>	<p>High priority</p>	<p>24th February. Tenders closed. March, 2016. Building starts. Construction of the new Junior School will be staged as follows; 2016 – K, PP, Y1, Y2, +Toilets, + infrastructure 2017 – Y3, Y4, Admin, library etc. 2018 – Y5, Y6 + Toilets 2019 – Main undercover area. Develop a costed plan to allow wheelchair access to the lower part of the main outdoor area. – Identify funding for the project. – Implement the plan.</p>	<p>All children will be able to independently access all parts of the main outdoor area. All children will have access to natural play area.</p> <p>We have planned an all natural playground.</p>	<p>To that extend, in 2016, a new Early Childhood Centre is going to be built and ready to be used in 2017.</p>	<p>2012: Initial discussions have been held with , school board, educators, families, children advisers, and support specialist to identify the type of access needed.</p> <p>24th February. 2016 Tenders closed. March, 2016. Building starts.</p>



LEGEND

- A FELLED LOG (FROM SITE)
- B SLEEPER
- C ARBOUR DOME
- D FELLED STEPPER (FROM SITE)
- E SAND PIT
- F GRAVEL PIT ?
- G TIMBER STEPPERS
- H VEGE GARDEN
- I OPEN TOOL SHED WITH CHALKBOARD
- J GARDEN WORK BENCH & ACTIVITY PANEL
- K PLATFORM
- L SHOP FRONT
- M POLE CUBBY
- N BALANCE CHALLENGE
- O STEPPED LOG
- P PLASTIC SLIDE
- Q WATER CREEK WITH CONCRETE CHANNEL
- R WATER PUMP ?
- S BALANCE LOG
- T NETTING
- U MONKEY BARS
- V TIGHT ROPE
- W BALANCE SLEEPER
- X TRIKE TRACK / SERVICE VEHICLE ACCESS
- FENCE LINE
- EXISTING TREES
- GARDEN EDGE
- BLOCK EDGE
- LOG
- BOULDER
- TIMBER STEPPER
- STEPPED LOG
- TIMBER SLEEPER
- POLE
- NET
- PROPOSED TREES
- SHRUBS & GROUND COVER
- EXISTING TURF
- SAND
- COMPACTED RED GRAVEL
- SOFTFALL MULCH
- GARDEN MULCH
- DECKING
- PEA GRAVEL
- CONCRETE PATH

Nature Play Space Concept
EMMANUEL CHRISTIAN COMMUNITY SCHOOL



Date: Apr 2016
 Ink: Nov 7/16 2



Scale: Approx 1:100 @A1
 0 1 2 3 4 5m 10m

Quality Improvement Plan for Quality Area 3 Physical environment

Key improvements sought for quality area 3.2 The environment is inclusive, promotes competence, independent exploration and learning through play.

Date: 20/3/2016

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.

Identified issue: The self assessment team identified that various photos of the children and their families, artefacts representing the cultures of families attending the service could be improved.

IMPROVEMENT PLAN

Standard Element	What outcome do we seek?	Priority (L/M/H)	Steps	Success measure	By when?	Progress notes
<p>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.</p>	<p>Families photos and artefacts representing the cultures of the families will be displayed in the classrooms</p>					

Quality Improvement Plan for Quality Area 7 Leadership and Service Management

Key improvements sought for quality area 7.1 Effective leadership promotes a positive organisational culture and builds a professional learning community.

Date: 20/3/2016

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 learning.

Identified issue: The self assessment team identified that seminars need to be conducted for parents on the EYLF

IMPROVEMENT PLAN

Standard Element	What outcome do we seek?	Priority (L/M/H)	Steps	Success measure	By when?	Progress notes
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 learning.	Families will be informed of the EYLF					

TEMPLATE

Quality Improvement Plan for Quality Area

Key improvements sought for quality area

Date:

Element:
Identified issue:

IMPROVEMENT PLAN

Standard Element	What outcome do we seek?	Priority (L/M/H)	Steps	Success measure	By when?	Progress notes

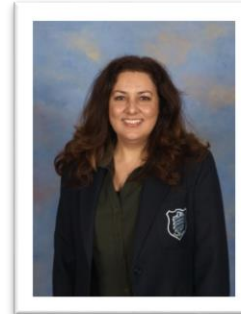
EARLY CHILDHOOD – SENIOR STAFF



Mrs. Carol Davis

Deputy Principal – Administration – Educational Leader
NQS Auditor

Qualifications: B.A. (UWA) , Dip.Teach. (STC), Dip.Chr.Ed. (ITCE)



Miss Jenny Thomas

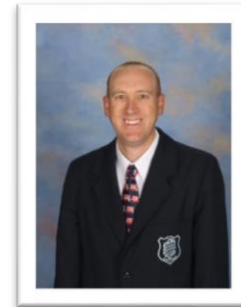
Qualifications:

Bachelor of Arts (ECU) Diploma Education (ECU)



Mrs. Laura Cruz

Qualifications: Bachelor of Business (Edith Cowan University), Bachelor of Science (Edith Cowan University) and Grad. Dip Ed. Early Childhood Studies (Edith Cowan University)



Mr. Graeme Leathard

Qualifications:

Master IN Early Education (ECU) Bachelor of Education (Edith Cowan University). Early Childhood Certificate (Edith Cowan University) ; Dip App Science (Photography)

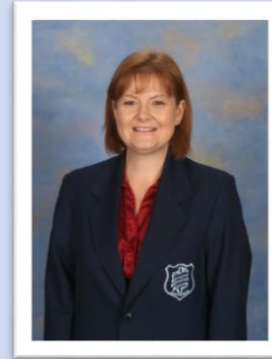
STAFF PROFILE - KINDERGARTEN



Kindergarten Teacher:

Mrs. Laura Cruz

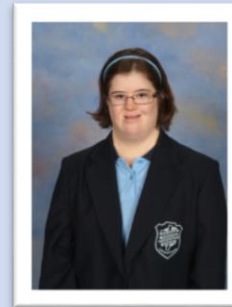
Qualifications: Bachelor of Business (Edith Cowan University), Bachelor of Science (Edith Cowan University) and Grad. Dip Ed. Early Childhood Studies (Edith Cowan University)



Kindergarten Teacher:

Mrs. Nicolie Stephenson

Qualifications: B.Health.Sc. (HP) (ECU), Post.Grad.Dip.Health.Science (Curtin), Grad.Dip..Ed. Early Childhood (ECU)



Miss Carol Slater

Education Assistant



Kindergarten Teacher Assistant:

Mrs. Raquel del Pino Martin

Qualifications: Diploma in Educational Assistant (Edith Cowan University).
Certificate on the Early Years Learning Framework and Working with the
Child with Special Needs.



Kindergarten Teacher Assistant:

Mrs. Megan Pirie

Qualifications: Diploma in Education Assistant (Edith Cowan
University). Certificate IV- Community Services (Protective
Care). Certificate IV Community Services (Juvenile Justice)

STAFF PROFILE – PRE-PRIMARY

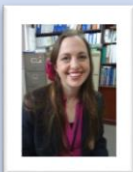


Pre-Primary Teacher:

Mr. Graeme Leathard

Qualifications:

Bachelor of Education (Edith Cowan University). Early Childhood Certificate (Edith Cowan University) ; Dip App Science (Photography)



Pre-Primary Teacher

Mrs. Jannah Mandry

Qualifications: Bachelor of Ed. Early Childhood Studies, (ECU) Crt. II in Business



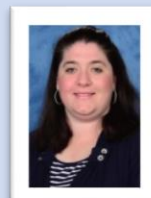
Sharon Croot

Early Childhood Teacher

Bachelor of Arts in Education (Primary)

Bachelor of Education (Primary)

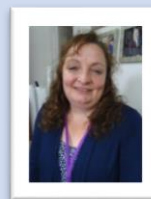
Graduate Certificate of Education Early Learning Studies



Pre-Primary Teacher

Mrs. Ruth Chant

Qualifications: Bachelor of Education Early Childhood Studies (ECU)



Pre-Primary Teacher

Mrs. Elita Reid

Qualifications: Bachelor of Arts in Ed. (Early Childhood Ed.) ECU



Liz Phillips

Bachelor of Education Primary (ECU)

Graduate Certificate of Education Early Childhood Studies (ECU)



Teacher Assistants

Mrs. Marnie Price

Qualifications:
Certificate IV –Teacher Assistant



Teacher Assistant

Mrs. Michelle Manuel

Qualifications: Certificate IV in Education Support



Teacher Assistant

Miss Lauren Pegrum

Qualifications: Certificate IV in Education Support



Teacher Assistants

Mrs. Christa Pegrum

Qualifications:
Diploma of Teaching, Certificate III



Teacher Assistant

Mrs. Rebecca Aduk

Qualifications: Certificate III in Education Support, Certificate III in Children’s Service



Nathan Miller

Working towards Graduate Diploma of Education (ECU)

STAFF PROFILE YEAR 1



Year 1 Teacher:
Miss Jenny Thomas

Qualifications:
Bachelor of Arts (ECU) Diploma Education (ECU)



Year 1
Mr. Will Cruz

Qualifications:
Bachelor of Arts (ECU) Education K-6.



Teacher Assistant Mrs. Sharon Bradley

Qualifications:
Certificate IV



Year 1 Teacher Miss Hannah Farleigh

Qualifications:
Graduate Diploma of Education (Primary)
Bachelor of Music (Classical performance)

STAFF PROFILE – YEAR 2



Year 2 Teacher Miss Rachelle Ashmore

Qualifications:

Bachelor of Arts –Education – K-7 (ECU)



Vicki Funk

Year 2 Teacher

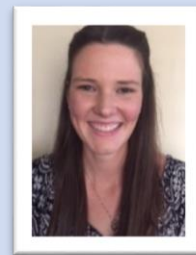
Bachelor of Education – Early Childhood

Diploma of Theology



Teacher Assistant: Mrs. Jocelyn Leathard

Qualifications: Bachelor of Science (Physiotherapy). Working towards Certificate IV



Rebecca Dobrich

Support Teacher

Bachelor of Education in Early Childhood

Certificate III Children's Service

Certificate IV in Education Support