

# Fraser Park Preschool (Pulyeri)



## Quality Improvement Plan

# Service Details

Fraser Park Preschool  
(Pulyeri)

## Primary Contacts

Michelle Kamma (Principal)  
Brad Hill (Teacher)

## Nominated Supervisor

Michelle Kamma

## Location

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# Operating Hours

	Monday	Tuesday	Wednesday	Thursday	Friday
Opening Time	8.45	8.45	8.45	8.45	
Closing Time	3.00	3.00	3.00	3.00	



# Philosophy Statement

The Preschool provides a safe, secure and supportive environment for children and families where Respect, Care, Enthusiasm and Fun are valued.

We believe children learn best through play which engages them in concrete, active experiences.

We believe in strong family partnerships and working with the community.

# Strengths at our Preschool (Pulyeri)

Our connection to community and inclusive practice. The beautiful grounds foster engagement and children's connection to learning. Children enter the program through exploration, caring for chooks, rabbits, and the vegetable garden. Instructional teaching supports recycling and sustainability. The outdoor learning environment is varied and interesting with sensory experiences.

Real tools are used for gardening and feeding the chooks. Changes are made according to professional observations and child voice.

The introduction of children's workbooks reflect the children's learning in the developmental areas and Early Years Learning Framework's Learning Outcomes.

Daily risk analysis occurs and equipment that is damaged is removed for repair or disposal.

All equipment and resources are clean and stored in for easy access – children's interest generates changes and the environment is varied to support children's learning.

Our Quality Improvement Plan has been created by the collaboration between staff, families, children and our community.

# Quality Area 1: Educational Program and Practice

## Summary of Strengths

At our site we use the current, approved curriculum framework (EYLF) as a basis of our planning. We currently provide Personalised Learning Plans (PLP's) for each child in Pulyeri, which consists of learning goals for the children. Additionally we use One Plans for Indigenous, GOM and special needs children, with the view to expanding this to each child in Pulyeri. Aboriginal perspectives are incorporated across the curriculum; we also reflect home cultures in our programming. Play is at the centre of our curriculum, literacy has a major focus- via the use of Accelerated Literacy, and we are expanding our Numeracy and STEM focus.

Keeping open lines of communication with families is at the heart of our work. We maintain this through informal/formal conversations, personally and on the telephone, letters/notices, Newsletters, Governing Council reports and by home visits. Upon enrolment families are given a questionnaire regarding their child, and a *Family Map* that provides us with a picture of the people in the lives of our children's families. At the end of a child's time at preschool we hold a graduation party that is open for family and friends to attend. At these events the children are presented with a portfolio of their work and photos of their time with us, as a keepsake for their family. This Portfolio consists of a report and learning stories. Children also have work sample books which can be accessed by children and their families. Throughout Pulyeri we have photo and work sample displays of different activities the children have done at preschool. Each of these methods of correspondence regarding the children's work is linked to the EYLF curriculum outcomes.

*Family Days*, are another way in which we keep lines of communication open with families: All families are welcome to look at their child's work their and to talk with preschool staff. It is an expectation that all staff be non-judgmental when communicating with families. Staff are required to assist families and provide a service to them that is helpful and supportive. We provide children with *Well-being* lunches and transport to and from preschool when needed.

## Key Improvements sought identified issues:

### 1.1.1 Approved learning framework

- One Plan for each child
- Effective use of ICT within the Play program

### 1.1.2 Child-centred

- Incorporation of children's interests into the program

### 1.1.3 Program learning opportunities

- Daily routines displayed

### 1.2.1 Intentional teaching

- Consistent observations being used to inform planning and programming

### 1.2.2 Responsive teaching and scaffolding

- Educators modelling language and encouraging children's wondering
- Educators adopting various roles to facilitate and extend children's creativity

### 1.2.3 Child directed learning

- Build children's capacity of problem solving

### 1.3.1 Assessment and planning cycle

- Maintaining a high standard and frequency of educators' collection and contributions to documentation that supports children's development
- Revise assessment cycle incorporating play assessment scale

### 1.3.2 Critical reflection

- Effectively use RRR

### 1.3.3 Information for families

- Keep families informed of what is planned for Pulyeri each term
- Each family to be informed regarding their child's progress

## Quality Improvement Plan: Fraser Park Preschool (Pulyeri) 2017

QA 1 Educational Program and Practice							
1.1 Program <i>The educational program enhances each child's learning and development</i>							
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
1.1.1 Approved Learning Framework	<i>Curriculum decision making contributes to each child learning and development outcomes in relation to their identity, connection with community wellbeing, confidence as a learner and effectiveness as communicators.</i>	<ul style="list-style-type: none"> <li>One Plans for each child</li> </ul>	M	<ul style="list-style-type: none"> <li>Use PLPs to inform One Plans, discussions with families</li> </ul>	When 100% of On Plans Published	Dec 2018	ICTs have been implemented (2016)—working towards more complex use and higher educational outcomes
		<ul style="list-style-type: none"> <li>Effective use of ICT within play program increasing educational outcomes of ICT usage</li> </ul>	H	<ul style="list-style-type: none"> <li>Formalise ICTs in the program</li> <li>Increase opportunities for the use of iPads, computer Microscope and digital cameras within the play program.</li> <li>Use ICTs to work towards specific learning outcomes</li> <li>Scaffolding the children's skills and interests to develop an increase in communication via ICTs</li> </ul>	When the children initiate activities using ICTs to create, investigate and report	T4 2018	

QA 1		Educational Program and Practice					
1.1 Program		<i>The educational program enhances each child's learning and development</i>					
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
1.1.2 Child Centred	<i>Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program</i>	<ul style="list-style-type: none"> <li>Incorporation of children's interests into the program</li> </ul>	H	<ul style="list-style-type: none"> <li>Consistently using observations of children's play to inform the program</li> <li>Increased frequency of staff making links between observations and future programming that scaffolds children's learning</li> </ul>	Higher frequency of staff recording on the program notes about what the children have shown interest in during their play and then that information linked to the next week program	T1 2018	Staff notice what the children are interested in and contribute some of these ideas verbally at staff meeting, and then added to program
1.1.3 Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning	<ul style="list-style-type: none"> <li>Daily routines displayed</li> </ul>	H	<ul style="list-style-type: none"> <li>Follow routines to allow children to make easy transitions between activities</li> <li>Support children in their understanding of routines about what is happening</li> <li>Display timetable for all educators to access</li> </ul>	Routines become predictable for children  TRTs can follow routines	Ongoing	Routines displayed on walls. Also in the TRT folder and ECW Folder Children following routines

QA 1		Educational Program and Practice					
1.2 Practice		<i>Educators facilitate and extend each child's learning and development</i>					
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
1.2.1 Intentional Teaching	<i>Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and reviewing.</i>	<ul style="list-style-type: none"> <li>Consistent observations being used to inform planning and programming</li> </ul>	H	<ul style="list-style-type: none"> <li>Establish observation folders</li> <li>Ensure each child is observed at least once a term</li> <li>Ensure all educators are involved in the observation process</li> <li>Purchase another camera</li> <li>Observations used to inform program</li> </ul>	<ul style="list-style-type: none"> <li>Observations being completed by all educators</li> <li>All children are being observed and observations are being documented</li> <li>Observable that observations are informing program</li> </ul>	Ongoing	Ongoing Observation and programming cycle being followed by staff
1.2.2 Responsive teaching and scaffolding	<i>Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.</i>	<ul style="list-style-type: none"> <li>Educators modelling language and encouraging children's wondering</li> </ul>	M	<ul style="list-style-type: none"> <li>Educators to use levels of questioning</li> <li>Educators to be mindful of the language they use in extending the children's conceptual understandings.</li> </ul>	<ul style="list-style-type: none"> <li>Model "I wonder can you tell me" record questions – research embedded in practice and work samples.</li> </ul>	Ongoing	Ongoing Wonder Wall is used in conjunction with literacy program to promote children thinking and investigating skills
		<ul style="list-style-type: none"> <li>Educators adopting various roles to facilitate and extend children's creativity in play</li> </ul>	M	<ul style="list-style-type: none"> <li>Provide training about the various roles of the educator in play, and ways to scaffold children's learning</li> </ul>	<ul style="list-style-type: none"> <li>Educators (ECWs &amp; Teachers) feel comfortable facilitating children's creative play</li> <li>Children start demonstrating creative initiatives within their play</li> </ul>	Term 2 2018	Discussions at Staff meetings have been held about educators roles in observing play

QA 1	Educational Program and Practice						
1.2 Practice	<i>Educators facilitate and extend each child's learning and development</i>						
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
1.2.3 Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world	<ul style="list-style-type: none"> <li>Build children's capacity of problem solving</li> </ul>	M	<ul style="list-style-type: none"> <li>Provide environments and learning experiences that allow the children to solve problems.</li> <li>Staff to allow/encourage children an opportunity to solve their own problems, before intervening</li> </ul>	<ul style="list-style-type: none"> <li>Children demonstrating problem solving skills</li> <li>Increases in enquiry</li> </ul>	Ongoing	Ongoing process

QA 1		Educational Program and Practice					
1.3 Assessment & Planning		Educators and co-ordinators take a planned and reflective approach to implementing the program for each child					
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
1.3.1 Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection	<ul style="list-style-type: none"> <li>Maintaining a high standard and frequency of educators' collection and contributions to documentation that supports children's development in relation to the EYLF and the NQS</li> <li>Revise Assessment cycle incorporating Play Assessment scale</li> </ul>	H	<ul style="list-style-type: none"> <li>Induction of new staff</li> <li>Working with staff to refine skills in taking observations and producing <i>Learning Stories</i></li> <li>Providing each staff member electronic devices that help in the recording of children's play</li> <li>Displays of photos and children's work with links to EYLF and NQS</li> <li>Work sample books up to date with recent children's work and links to EYLF and NQS</li> <li>Recent children's work on display around room with links to EYLF and NQS</li> </ul>	System established where displays are rotated and keep informing and grabbing families attention EYLF and NQS links clearly identifiable on children's work and photos	T2 2018	Ongoing All work displays show date and EYLF links
			M	<ul style="list-style-type: none"> <li>Re-establish assessment goals and best methods to gain the information sought.</li> <li>Program for assessment</li> <li>Identify tools to use</li> <li>Display Assessment cycle</li> <li>Use Identity Webs, PLP's to determine favourite activities</li> <li>Talk to staff about it at staff meeting</li> </ul>	Revised Assessment Cycle in place	T1 2018	

QA 1		Educational Program and Practice					
1.3 Assessment & Planning		<i>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child</i>					
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
1.3.2 Critical reflection	<i>Critical reflection on children's learning and development, both as individuals and in groups, drives program, planning and implementation.</i>	<ul style="list-style-type: none"> <li>Effectively use RRR</li> </ul>	H	<ul style="list-style-type: none"> <li>All staff to be made aware of the RRR scales</li> <li>Start with on scale per term</li> </ul>	Using RRR assessment tools to influence practice	2018	Ongoing

QA 1	Educational Program and Practice						
1.3 Assessment & Planning	<i>Educators &amp; co-ordinators take a planned &amp; reflective approach to implementing the program for each child</i>						
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
1.3.3 Information for families	Families are informed about the program and their child's progress	<ul style="list-style-type: none"> <li>Keep families informed of what is planned for Pulyeri each term</li> <li>Each family to be informed regarding their child's progress</li> </ul>	H	<ul style="list-style-type: none"> <li>Supply a term calendar with special date and activities for families</li> <li>Provide families with opportunities to contribute to the program</li> <li>Invite families to and Family Days</li> <li>Display program for families to see and access</li> <li>Make Work Sample books available to families</li> <li>Maintain Learning Plans in conjunction with families</li> </ul>	<p>Families supplied with calendar of events/ activities for the term</p> <p>Family Book to incorporate a section for family input</p> <p>Family Days organised termly</p> <p>Program displayed and easily accessible</p> <p>Work Sample books accessed by families</p> <p>Learning Plans updated and signed termly</p>	Ongoing	<p>Term Calendar is maintained</p> <p>Family book is in place and updated weekly</p> <p>Family Days have been well attended</p> <p>Current program is displayed</p> <p>Work Sample books are updated termly, families accessing them and providing feedback (verbally)</p> <p>Learning Plans are maintained</p> <p>2017 had good result</p>
			H	<ul style="list-style-type: none"> <li>PLP meetings</li> <li>Family Days</li> <li>Being available to families</li> <li>Having Work Sample Books available</li> <li>Informal meetings/discussions about their child</li> </ul>	Annual Preschool Survey	Term 3 annually	

## Quality Area 2: Children's Health and Safety

### Summary of Strengths

At Fraser Park we contribute to the children's health and safety by having 4<sup>1/2</sup> year old health checks carried out regularly, conversations regarding children's health being held privately and kept confidential, health support needs are made available for staff, *Health Support Plans* are kept with relevant children's records, An emergency contact folder is kept in Pulyeri and is updated regularly, quiet areas are available for children, quiet times are programmed for, changes of clothes are available, nappy changing facilities are available, washing hands after toilet and before eating is promoted, posters informing about hand washing are displayed in the 1<sup>st</sup> aid room, bathroom and kitchen, cleaning is carried out daily, 1<sup>st</sup> aid kits and asthma kits are readily available, 1st aid and medication logs are used regularly, all staff are trained in DECD approved first aid, staff are trained in *Responding to abuse and neglect*, teaching staff are trained in Child Protection Curriculum, healthy eating is promoted via the Rite Bite program, fruit program, cooking activities, and providing healthy options during celebrations. Children are expected to sit down whilst eating and we have regular eating times, filtered water is available for children to drink, physical activity and healthy eating are programmed for, play spaces are organised with visibility in mind, staffing ratios are accurately maintained, visitors are expected to sign in at the front office, children are signed in and out of the preschool, attendance is taken each day, absences are followed up, emergency procedures are displayed and equipment is readily available in Pulyeri, and whole site emergency drills are practiced each term.

### Key Improvements sought identified issues:

#### 2.1.1 Wellbeing & Comfort

- Establish a culture of respecting the quiet rest areas

#### 2.1.2 Health practices & procedures

- Toilet training procedures
- Enrolment process to include *Health Support Plans*

#### 2.1.3 Healthy lifestyle

- Consistent use of the *Rite Bite* program
- Promote healthy eating with families

#### 2.2.1 Supervision

- Maintain adequate supervision in all areas at all times
- Establish *Excursion Planning* folder
- Processes followed when using and storing hazardous equipment

#### 2.2.2 Incident & emergency management

- *Emergency Contact* folder continually updated
- Staff and families are informed of emergency procedures
- Practice termly emergency drills with the children

#### 2.2.3 Child protection

- *Child Protection Procedure* included in the *Info Book* and *Staff Hand Book*
- List of local community support services available for families

## Quality Improvement Plan: Fraser Park Preschool (Pulyeri) 2017

QA 2		Children's Health and safety					
2.1 Health		<i>Each child's health and physical activity is supported and promoted</i>					
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
2.1.1 Wellbeing & Comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation	<ul style="list-style-type: none"> <li>Establish a culture of respecting the quiet rest areas of the preschool, where children can rest without being disturbed</li> </ul>	M	<ul style="list-style-type: none"> <li>All staff to make a concerted effort to remind and redirect children who are boisterous in the quiet area</li> <li>Encourage children and model quiet behavior in the quiet area</li> <li>Explicit teaching</li> </ul>	When children remove themselves from play to rest in the quiet area	Term 2 2018	Some children use this area, but they are currently being interrupted by other children

QA 2		Children's Health and safety					
2.1 Health		Each child's health and physical activity is supported and promoted					
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
2.1.2 Health Practices & Procedures	Effective illness and injury management and hygiene practices are promoted and implemented	<ul style="list-style-type: none"> <li>Toilet training procedures</li> </ul>	L	<ul style="list-style-type: none"> <li>Staff reminding children</li> <li>Display appropriate procedures</li> <li>Include in children's PLP</li> <li>Identify Toilet training children</li> </ul>	Staff following procedures  Children using the toilet	Ongoing	Ongoing
		<ul style="list-style-type: none"> <li>Enrolment process to include Health Support Plan for relevant families</li> </ul>	H	<ul style="list-style-type: none"> <li>Health support forms included in enrolment packs</li> <li>Staff to be made aware of their importance when enrolling new children</li> </ul>	Forms filled in upon enrolment of new children with health care needs	Ongoing	Ongoing
2.1.3 Healthy Lifestyle	Healthy eating and physical activity are promoted and appropriate for each child	<ul style="list-style-type: none"> <li>Consistent use of the Rite Bite program</li> </ul>	M	<ul style="list-style-type: none"> <li>Use Rite Bite to encourage children to make healthy eating choices</li> <li></li> </ul>	Children making healthier choices with food Children talking about foods in the green, red and amber groups	Ongoing	Ongoing
		<ul style="list-style-type: none"> <li>Promote Healthy eating with families</li> </ul>	M	<ul style="list-style-type: none"> <li>Add information re Rite Bite and healthy snack ideas into Information Booklet</li> </ul>	Children bringing healthy snacks to Kindy Children talking about healthy food choices with staff	Ongoing	Ongoing

QA 2		Children's Health and safety					
2.2 Safety		Each child is protected					
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
2.2.1 Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard	<ul style="list-style-type: none"> <li>Maintain adequate supervision in all areas at all times</li> </ul>	H	<ul style="list-style-type: none"> <li>Discussion at staff meeting re supervision and staff concerns</li> <li>Getting the roll completed early and ringing Admin if we require another staff member</li> </ul>	When reminders are not required	Ongoing	Ongoing
		<ul style="list-style-type: none"> <li>Establish Excursion Planning folder</li> </ul>	L	<ul style="list-style-type: none"> <li>Refer to policy and create checklist</li> </ul>	When folder is established	Ongoing	Ongoing
		<ul style="list-style-type: none"> <li>Processes followed when using and storing hazardous equipment</li> </ul>	H	<ul style="list-style-type: none"> <li>Discussions at staff meetings</li> <li>All staff to remind volunteers of the importance of this</li> <li>Hazard cupboard to have adequate signage</li> </ul>	When processes are followed 100% of the time	Ongoing	Ongoing

QA 2		Children's Health and safety					
2.2 Safety		Each child is protected					
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
2.2.2 Incident & emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.	• Emergency Contact Folder continually updated	H	- Coordinate additions and changes with Admin SSOs	When updated seamlessly	Wk 5 of each term	Ongoing
		• Staff and families are informed of emergency procedures	M	- Families aware of emergency drills - Include information in the staff handbook	Staff sign off on information in hand book	Ongoing	A note goes home when we have had an emergency drill or a critical incident
		• Practice termly emergency drills with the children	M	- Evacuation/invacuation procedures practiced termly	Drills recorded and evaluated	Termly	Ongoing emergency procedures are conducted termly in conjunction with the school and are recorded in the school day book and emergency drills folder

QA 2		Children's Health and safety					
2.2 Safety		Each child is protected					
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
2.2.3 Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect	<ul style="list-style-type: none"> <li>Child protection procedure included in the Info Book and Staff Hand Book</li> </ul>	H	- Include information in staff handbook and discuss at staff meetings	When in info books	T3 2016	Achieve 2016 Booklets due for revision in 2019
		<ul style="list-style-type: none"> <li>List of local Community support services available for families</li> </ul>	M	- Source list of support agencies for families and have a supply of pamphlets	When pamphlets on site	T3 2016	Achieved 2016 Pamphlets available in School front office

## Quality Area 3: Physical Environment

### Summary of Strengths

Our outdoor and indoor spaces offer a safe environment for children to take risks. We have a large amount of space to accommodate our number of children. Our space utilises natural products and it has large shaded areas, soft fall areas and sand and mud pits. We have adequate fencing with working gates. The equipment used in Pulyeri is age/skill appropriate and regularly maintained and updated. We ensure adequate amounts of equipment and furniture are available for the children and quiet areas are also accessible. The facilities utilise natural light and ventilation. The building and yard are wheelchair accessible, and shelving is accessible for children to retrieve a wide range of activities. Children have opportunities to play with and on natural elements within Pulyeri. Open and closed ended activities are made available for children. Recycling cardboard/paper and drink containers, putting rubbish in the bin, feeding the animals and cleaning their enclosures, and looking after plants and gardens are promoted at our preschool. Using the chicken's eggs and vegetables from the garden in cooking is also focused on.

### Key Improvements sought identified issues:

#### 3.1.1 Fit for purpose

- Annie's Garden to be luscious with edible native plants

#### 3.1.2 Upkeep

- Maintain a clean and clear storeroom
- Fix Grass

#### 3.2.1 Inclusive environment

- Establish play spaces outside—incorporate Reggio ideas

#### 3.2.2 Resources Support play-based learning

- Update Literacy, Numeracy, Science, Co-ordination and Gardening equipment

#### 3.2.3 Environmentally responsible

- Educators to consistently engage children in sustainable practices as part of daily routine

## Quality Improvement Plan: Fraser Park Preschool (Pulyeri) 2017

QA 3	Physical environment						
3.1 Design	<i>The design of the facilities is appropriate for the operation of a service</i>						
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
3.1.1 Fit for purpose	<i>Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including the access of every child.</i>	<ul style="list-style-type: none"> <li>Annie's Garden to be lush with edible native plants</li> </ul>	M	<ul style="list-style-type: none"> <li>Remove weeds</li> <li>Enrich the soil</li> <li>Plant native succulents</li> </ul>	When completed	2019	Ongoing
3.1.2 Upkeep	<i>Premises, furniture and equipment are safe, clean and well maintained</i>	<ul style="list-style-type: none"> <li>Maintain a clean and clear storeroom</li> </ul>	H	<ul style="list-style-type: none"> <li>Stay vigilant about following processes for removing broken equipment</li> <li>Staff to persistently put equipment away in designated spots</li> <li>Clear labelling</li> </ul>	Processes maintained and storeroom is consistently clear	T2 2018	Dealing with large items
		<ul style="list-style-type: none"> <li>Fix Grass</li> </ul>	H	<ul style="list-style-type: none"> <li>Get grass squares and plant into dirt patch</li> <li>Get sprinkler system fixed</li> </ul>	When grass is re-established	T4 2018	Researching costs

QA 3		Physical environment					
3.2 Use		<i>The service environment is inclusive, promotes competence and supports exploration and play-based learning</i>					
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
3.2.1 Inclusive environment	<i>Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments</i>	<ul style="list-style-type: none"> <li>Establish play spaces outside—incorporate Reggio ideas</li> </ul>	M	<ul style="list-style-type: none"> <li>Research ideas</li> <li>Discuss ideas at all levels of Fraser park community (Children, Families &amp; Staff)</li> <li>Cost out plans and determine budget</li> <li>Make plans and consult with all stakeholders</li> <li>Get it done</li> </ul>	Play spaces established and accessed appropriately	2020	Research stage
3.2.2 Resources support play-based learning	<i>Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning</i>	<ul style="list-style-type: none"> <li>Update Literacy, Numeracy, Science, Co-ordination and Gardening equipment</li> </ul>	M	<ul style="list-style-type: none"> <li>Stock take current equipment to determine what is needed</li> <li>Source and buy</li> </ul>	When new equipment arrives	T2 2018	List of equipment to be replaced is being compiled
3.2.3 Environmentally responsible	<i>The service cares for the environment and supports children to become environmentally responsible</i>	<ul style="list-style-type: none"> <li>Educators to consistently engage children in sustainable practices as part of daily routine</li> </ul>	H	<ul style="list-style-type: none"> <li>Set times in daily routine for doing recycling, gardening, worm farm and composting</li> <li>Focus on recycling cardboard and paper into yellow bin</li> <li>Focus on food scraps being put in the green bin</li> </ul>	When embedded in practice	T2 2018	Green bin is being used effectively

## Quality Area 4: Staffing Arrangements

### Summary of Strengths

All teaching staff in Pulyeri are Early Years trained. All ancillary staff working with the preschool children have obtained or are enrolled in courses to obtain a minimum qualification of Certificate 3 in Children's Services. The Staffing ratios are maintained at all times. All staff are trained in DECD approved 1<sup>st</sup> aid training and *Responding to Abuse and Neglect* training. Each staff member participates in Performance Management meetings. Training and Development is promoted to staff members and encouraged. Staff members are expected to adhere to the *Code of Ethics for the South Australian Public Sector* which they are made aware of upon their induction. Staff members are encouraged to share ideas and voice concerns in appropriate forums. Due to a significant number of Aboriginal students there is a focus on employing Aboriginal staff, to support our families and students engagement with learning. We also endeavor to maintain consistency of staff.

### Key Improvements sought identified issues:

#### 4.1.1 Organisation of educators

- Organisational processes are in place

#### 4.1.2 Continuity of staff

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#### 4.2.1 Professional collaboration

- Develop a process so all staff are contributing to planning even if they are not all able to be present at staff meetings
- Staff to attend T & D

#### 4.2.2 Professional standards

- Review *Puleryi Philosophy* to ensure it reflects beliefs and practices
- Staff being up to date with expectations including the code of conduct
- Performance management meetings for all staff
- HAT certification process for Step 9 teachers

## Quality Improvement Plan: Fraser Park Preschool (Pulyeri) 2017

QA 4		Staffing arrangements					
4.1 Staffing Arrangements		<i>Staffing arrangements enhance children's learning and development</i>					
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
4.1.1 Organisation of educators	<i>The organization of educators across the service supports children's learning and development</i>	<ul style="list-style-type: none"> <li>Organisational processes are in place</li> </ul>	H	<ul style="list-style-type: none"> <li>Conduct initial programming for the following term from week 7 of each current term.</li> <li>Be sure to include Assessment cycle in planning</li> <li>Set up checklists of children's work and assessments before the commencement of the term</li> <li>Family Display of the program is ready by week 1 of each term</li> <li>Term calendar is on display from the start of the term</li> </ul>	Seamless transitions between terms	Ongoing	Achieved
4.1.2 Continuity of staff	<i>Every effort is made for children to experience continuity of educators at the service</i>	<ul style="list-style-type: none"> <li></li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>			

QA 4		Staffing arrangements					
4.2 Professionalism		<i>Management, educators and staff are collaborative, respectful and ethical</i>					
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
4.2.1 Professional collaboration	<i>Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognizing each other's strengths and skills</i>	<ul style="list-style-type: none"> <li>Develop a process so all staff are contributing to planning even if they are not all able to be present at staff meetings</li> </ul>	M	<ul style="list-style-type: none"> <li>Discuss programing at staff meetings and document ideas.</li> <li>Make the weekly program available for staff contributions during the week.</li> </ul>	Evidence on the program. Minutes of staff meeting	Ongoing	Ongoing Staff are contributing to the program
		<ul style="list-style-type: none"> <li>Staff to attend T &amp; D</li> </ul>	M	<ul style="list-style-type: none"> <li>Make information regarding T &amp; D available</li> <li>Staff to read Fraser Park Day book</li> <li>Reminding each other about T &amp; D</li> </ul>	Staff are aware of upcoming T & D	Ongoing	
4.2.2 Professional standards	<i>Professional standards guide practice, interactions and relationships</i>	<ul style="list-style-type: none"> <li>Review <i>Puleryi Philosophy</i> to ensure it reflects beliefs and practices.</li> </ul>	H	<ul style="list-style-type: none"> <li>Puleryi philosophy is to be reviewed every 2 years</li> </ul>	Staff knowing philosophy and it guiding their practice	T4 2018	Ongoing
		<ul style="list-style-type: none"> <li>Staff being up to date with expectations including the code of conduct</li> </ul>	H	<ul style="list-style-type: none"> <li>Induction process for all Puleryi staff.</li> <li>Code of conduct is revisited at staff meetings</li> <li>Staff Handbook is updated biennially</li> </ul>	All staff have signed off and read handbook and code of conduct	Ongoing Handbook due for revision 2018	Ongoing with staff All new staff have inductions before working in Puleryi
		<ul style="list-style-type: none"> <li>Performance management meetings for all staff</li> </ul>	H	<ul style="list-style-type: none"> <li>Staff to meet each term with Michelle</li> <li>Brad to meet with Michelle regularly</li> </ul>	Meetings attended	Termly	Ongoing
		<ul style="list-style-type: none"> <li>HAT certification process for Step 9 teachers</li> </ul>	L	<ul style="list-style-type: none"> <li>Brad to meet with Michelle regularly</li> <li>Start collating artefacts for evidence sets</li> </ul>	Upon attainment of certification	T2 2019	Initial trainings have been attended 2017 AITSL self-assessment has been completed

## Quality Area 5: Relationships with Children

### Summary of Strengths

Staff are welcoming, caring and friendly and respectful of children and their families. Clear and consistent boundaries and expectations are set early. Restorative Justice is the foundation of conflict resolution at Pulyeri. Children identified with attachment issues are identified and targeted upon their arrival to help them through their angst. Co-operative play is encouraged and developed. Programming considers each child's cultural background. Photo displays, newsletters, and work sample displays and books are used to value children's work, and develop relationships with them. Identity webs, Family maps and family questionnaires are used by staff to learn more about children. Values are promoted via social skills programs and language.

### Key Improvements sought identified issues:

#### 5.1.1 Positive educator to child interactions

- All staff will develop meaningful relationships with children through caring and positive interactions
- All staff to understand the role of the educator in children's play
- RRR Relationships and involvement observations to be conducted

#### 5.1.2 Dignity and rights of the child

- Establish a policy regarding interactions with children

#### 5.2.1 Collaborative learning

- Active promotion of positive relationships between children

#### 5.2.2 Self-regulation

- Staff to work with children to build up their conflict resolution skills
- Staff to work with children to build up their resilience
- Consolidate the practices of the *Fill Your Bucket* program
- Introduce Kimochis program

## Quality Improvement Plan: Fraser Park Preschool (Pulyeri) 2017

QA 5		Relationships with children					
5.1 Relationships between educators and children		Respectful and equitable relationships are maintained with each child					
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
5.1.1 Positive educator to child interactions	<i>Responsive and meaningful interactions builds trusting relationships which engage and support each child to feel secure, confident and included</i>	<ul style="list-style-type: none"> <li>All staff will develop meaningful relationships with children through caring and positive interactions.</li> </ul>	H	<ul style="list-style-type: none"> <li>Philosophy and code of conduct revisited at staff meetings</li> <li>Staff are responsible for monitoring each other's behavior and reporting to Brad or Michelle if interactions are not meeting these requirements</li> </ul>	Children and staff positive relationships Discussions at staff meetings Evident in practice	Ongoing	
		<ul style="list-style-type: none"> <li>All staff to understand the role of the educator in children's play</li> </ul>	H	<ul style="list-style-type: none"> <li>RRR Relationship Scale observation</li> <li>Provide T &amp; D -Reading</li> </ul>	Staff using questioning and supporting children play episodes in various roles	Ongoing End of T1 2016	Readings collated
		<ul style="list-style-type: none"> <li>RRR Relationships and involvement observations to be conducted</li> </ul>	M	<ul style="list-style-type: none"> <li>Release time to be devoted to the observations</li> </ul>	When completed, rated and shared with staff	T3 2018	Initial stages
5.1.2 Dignity and rights of the child	<i>The dignity and rights of every child are maintained</i>	<ul style="list-style-type: none"> <li>Establish a policy regarding interactions with children</li> </ul>	M	<ul style="list-style-type: none"> <li>Source current policies</li> <li>Discuss with Staff</li> <li>Discuss with Governing Council</li> <li>Governing Council to pass the policy</li> </ul>	When policy ratified	2019	

QA 5		Relationships with children					
5.2 Relationships between children		Each child is supported to build and maintain sensitive and responsive relationships					
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
5.2.1 Collaborative learning	<i>Children are supported to collaborate, learn from and help each other</i>	<ul style="list-style-type: none"> <li>Active promotion of positive relationships between children</li> </ul>	M	<ul style="list-style-type: none"> <li>Use <i>Fill Your Bucket</i> program</li> </ul>	When children are using language from the program and reflect behaviours that <i>fill</i> others' buckets	Ongoing	Introduced 2017
5.2.2 Self-regulation	<i>Each child is supported to regulate their own behavior, respond appropriately to the behavior of others and communicate effectively to resolve conflicts.</i>	<ul style="list-style-type: none"> <li>Staff to work with children to build up their conflict resolution skills</li> <li>Staff to work with children to build up their resilience</li> <li>Consolidate the practices of the <i>Fill Your Bucket</i> program</li> </ul>	H	<ul style="list-style-type: none"> <li>Redirect behaviour where appropriate</li> <li>Staff to promote positive behaviours</li> <li>Use the <i>Fill Your Bucket</i> program, philosophy and language to promote care, friendliness, and being gentle</li> </ul>	Children using strategies with minimal adult intervention in conflict situations	Ongoing	<i>Fill your Bucket</i> language has started to be used by some children. Children are engaged with the program
			L	<ul style="list-style-type: none"> <li>Research</li> <li>Work with DI Grigg (Consultant) to help establish the program</li> <li>Determine how to tie it in with the <i>Fill Your Bucket</i> program</li> <li>Find money in the budget to support the program</li> <li>Buy the resource kits</li> <li>Train Staff in the language and characters</li> </ul>	When embedded in the culture of Pulyeri	T3 2018	Research stage

## Quality Area 6: Collaborative Partnerships with Families and Communities

### Summary of Strengths

Upon enrolment each family is given an enrolment pack that consists of an information booklet, enrolment form, family map, family questionnaire, immunisation schedule, Fraser Park's Grievance policy, medication authority form and a Health support plan. Families are offered an opportunity to complete the form on site and they are given a tour of Pulyeri.

At the beginning of each year families are encouraged to be a part of the Fraser Park Governing Council. The minutes and reports from these meetings are available upon request. Families have opportunities to read about what we are doing in the preschool via newsletters, the Family book, the preschool calendar, the preschool program boards and by looking at the displays of work and photos around the preschool. Staff also talks to families about what their children are doing. There is an established Family Partnerships group comprised of Aboriginal families to support family involvement in developing curriculum resources and supporting partnerships between school and home. The Family Partnerships group meets once a term.

Information regarding Community agencies and events are available to families in the front office. We maintain an ongoing relationship with Murray Mallee Community Health, CAHMS, Learning Together and Families SA. We also follow the current pre-referral, referral and NEP processes with DECD agencies to get extra support for children with additional needs.

Our Transition program includes weekly visits of the school librarian, joining in with the Fraser Park school in special events, having a joint singing/play time with the R/1 class, and a 5 week visiting program in the R/1 class for children who will be attending Fraser Park School in the next year. If a child is to attend a different school than Fraser Park then we slot into the transition program run by that particular school.

Other Community connections made include visits from prominent people of our community.

### Key Improvements sought identified issues:

#### 6.1.1 Engagement with the service

- Governing Council members known to all families
- Children and families made to feel welcome

#### 6.1.2 Parent views are respected

- Opportunities for families and staff to contribute to the program
- Maintain Personalised Learning Plans process
- Annual questionnaire for families to complete regarding their impressions of the preschool

#### 6.1.3 Families are supported

- Keep website information up to date
- Annual Review of parent handbook
- Use website to provide links to websites that support family's needs
- Families are aware of links with local services

#### 6.2.1 Transitions

- Daily routines displayed

#### 6.2.2 Access and participation

- Maintaining high attendance of families at our termly Family BBQ
- Continue to use Persona Dolls to support Aboriginal Perspectives and foster connections between Pulyeri and the community

#### 6.2.3 Community engagement

- Strengthen links with local community, foster and encourage input from local community members

## Quality Improvement Plan: Fraser Park Preschool (Pulyeri) 2017

QA 6 Collaborative partnerships with families and communities							
Standard 6.1 <i>Respectful supportive relationships are developed and maintained</i>							
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
6.1.1 Engagement with the service	<i>Families are supported from enrolment to be involved in the service and contribute to service decisions</i>	<ul style="list-style-type: none"> <li>• Governing Council members known to all families</li> <li>• Children and families made to feel welcome</li> </ul>	M  H	<ul style="list-style-type: none"> <li>- Schedule established which includes putting governing Council member photos into the newsletter termly</li> <li>- Children and families are acknowledged and greeted upon arrival.</li> </ul>	<p>Governing council members photos are in the newsletter each term</p> <p>Educators position themselves to actively greet and welcome families</p> <p>Educators make themselves available and approachable for discussions with families</p>	T2 2016 Ongoing  Ongoing	Ongoing  Feedback from families is positive, feel comfortable entering Pulyeri and spending time with their children

QA 6		Collaborative partnerships with families and communities					
Standard 6.1		Respectful supportive relationships are developed and maintained					
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
6.1.2 Parent views are respected	<i>The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing</i>	<ul style="list-style-type: none"> <li>Opportunities for families and staff to contribute to the program</li> </ul>	M	<ul style="list-style-type: none"> <li>Family input book available for families to contribute comments, ideas and anecdotes that can be used to inform children's future learning and program</li> <li>Staff reflection tool that is used to reflect on programs e.g. what worked, what didn't and why?</li> <li>Families invited to share children's learning within the center e.g. family morning tea</li> </ul>	Observable family input into program Staff effectively reflecting upon children's learning and using reflections to improve practice and quality of care and education	T2 2018	
		<ul style="list-style-type: none"> <li>Maintain Personalised Learning Plans process</li> </ul>	H	<ul style="list-style-type: none"> <li>Brad to work with each child to complete PLP and Brad/Aunty Trish to work with families to get their input</li> </ul>	PLP completed with signature and collaboration from all parties	Termly	Ongoing
		<ul style="list-style-type: none"> <li>Annual questionnaire for families to complete regarding their impressions of the preschool</li> </ul>	M	<ul style="list-style-type: none"> <li>Staff to follow up questionnaires and discuss at staff meeting. Ideas to be used in programing and relationship building with children and families</li> </ul>	Questionnaires filled in	Annually T3	Achieved and ongoing

QA 6		Collaborative partnerships with families and communities					
Standard 6.1		Respectful supportive relationships are developed and maintained					
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
6.1.3 Families are supported	<i>Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing</i>	<ul style="list-style-type: none"> <li>Keep website information up to date</li> </ul>	M	- Julie to keep website regular updated as required	Families accessing website for information	T2 2104 Ongoing	Achieved and ongoing 2016
		<ul style="list-style-type: none"> <li>Annual Review of parent handbook</li> </ul>	H	- Look at Parent Handbook at last staff meeting of Term 1 - Make relevant changes in consultation with Michelle	Review of parent handbook at the beginning of each year	Ongoing	Ongoing
		<ul style="list-style-type: none"> <li>Use website to provide links to websites that support family's needs</li> </ul>	L	- Julie to add links to the website	Parents accessing website	By the end of 2019	Ongoing
		<ul style="list-style-type: none"> <li>Families are aware of links with local services</li> </ul>	M	- Use information pamphlets and flyers from these services in our parent area and links on our website - Promote these services in our newsletter and through conversations with families	Families accessing these services if required	Ongoing	Ongoing

QA 6		Collaborative partnerships with families and communities					
Standard 6.2		Families are supported in their parenting role and their values and beliefs about child rearing are respected					
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
6.2.1 Transitions	<i>Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities</i>	<ul style="list-style-type: none"> <li>Daily routines displayed</li> </ul>	H	<ul style="list-style-type: none"> <li>Follow routines to allow children to make easy transitions between activities</li> <li>Support children in their understanding of routines about what is happening</li> <li>Display timetable for all educators to access</li> </ul>	Routines become predictable for children	Ongoing	Routines displayed on walls. Also in the TRT folder and ECW Folder Children following routines
6.2.2 Access and participation	<i>Effective partnerships support children's access, inclusion and participation in the program</i>	<ul style="list-style-type: none"> <li>Maintaining high attendance of families at our termly Family BBQ</li> <li>Continue to use Persona Dolls to support Aboriginal Perspectives and foster connections between Pulyeri and the community</li> </ul>	H	<ul style="list-style-type: none"> <li>Keep offering the BBQ and salad</li> <li>Work Sample books available</li> <li>Notes to go to families constantly for 2 weeks prior</li> <li>Staff to talk to all families</li> </ul>	High attendance of families to Pulyeri events	Termly	Ongoing
			M	<ul style="list-style-type: none"> <li>'Widthalana' (Persona Doll) incorporated into daily routine</li> <li>Taken home by families each weekend and documenting the weekend in the journal</li> </ul>	Involved in all aspects of Pulyeri routines Families accessing the persona doll	Ongoing	Children include her in the program
6.2.3 Community engagement	<i>The service builds relationships and engages with its community</i>	<ul style="list-style-type: none"> <li>Strengthen links with local community, foster and encourage input from local community members</li> </ul>	L	<ul style="list-style-type: none"> <li>Provide opportunities for local community members to have input into program</li> <li>Encourage visits and discussions from community members to the preschool</li> </ul>	Notable community input into Pulyeri program Community events acknowledged in program Programmed visits from community members		

## Quality Area 7: Governance and Leadership

### Summary of Strengths

Our site is governed by a Governing Council, consisting of Fraser Park community and wider community members. We also hold regular staff meetings-ensuring all preschool staff are informed and have opportunities to air opinions. Continuity of staff, be it regular or relieving is considered to be essential for the smooth running of the preschool. The preschool program is facilitated by a qualified Early Years Teacher. All adults working in our site have a current Criminal History Check, a copy of these are kept in staff records in the Front Office.

Our site has developed a statement of Philosophy that has been passed by the Governing Council.

Staff performances is evaluated and facilitated by attending regular performance management meetings with the site leader. Preschool teaching staff have undergone training in RRR. All confidential records are stored in a locked filing cabinet.

Grievances and critical incidences are dealt with according to DECD regulations.

### Key Improvements sought identified issues:

#### 7.1.1 A statement of philosophy is guides all aspects of the services operations

- Statement of philosophy reviewed biennially
- Staff practices reflect the philosophy

#### 7.1.2 Systems are in place to manage risk and enable the effective management and operation of a quality service

- Create a strong Governing Council where all positions are filled at the start of the year. We will need to attract new members at the start of each year
- Spreadsheet with all staff members qualifications and certificates of records
- Expiry dates of certificates are recorded and reviewed monthly
- All families are informed of the Grievance policy when they enroll
- Make policy folder available to families
- Give opportunities for families to be involved in reviewing polices
- Review policies as required
- Ensure families are involved in reviewing QIP

#### 7.1.3 Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service

- Review induction process with checklist of information to be covered
- Review staff hand book with code of conduct and staff guidelines for Pulyeri
- Update TRT folder

#### 7.2.1 There is an effective self-assessment and quality improvement process in place

- QIP is current and up to date with achievable short term and long term goals
- DECD annual Parent Opinion Survey
- AITSL Teacher Self-assessment tool used by educators to inform practice

#### 7.2.2 The educational leader is supported and leads the development and implementation of the educational program and assessment and panning cycle

- RRR to be implemented

#### 7.2.3 Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development

- Staff have 4 performance review meetings with Michelle annually (1 per term)
- HAT certification process for Step 9 teachers

## Quality Improvement Plan: Fraser Park Preschool (Pulyeri) 2017

<b>QA 7 Governance and Leadership</b>							
<b>7.1 Governance Governance supports the operation of a quality service</b>							
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
7.1.1 Service Philosophy and purpose	<i>A statement of philosophy is guides all aspects of the services operations</i>	<ul style="list-style-type: none"> <li>Statement of philosophy reviewed biennially</li> </ul>	H	<ul style="list-style-type: none"> <li>Last reviewed T1 2017 in consultation with staff and families</li> <li>Distributed to families</li> <li>Philosophy is included in staff handbook</li> <li>Philosophy is displayed in family area</li> </ul>		T1 2019	Achieved 2017
		<ul style="list-style-type: none"> <li>Staff practices reflect the philosophy</li> </ul>	H	<ul style="list-style-type: none"> <li>Continually referring to philosophy with staff</li> <li>Refer to philosophy in staff meetings</li> </ul>	Staff being able to discuss philosophy with families and reflecting it in their practice	Ongoing	Ongoing

QA 7		Governance and Leadership					
7.1 Governance		Governance supports the operation of a quality service					
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
7.1.2 Management systems	<i>Systems are in place to manage risk and enable the effective management and operation of a quality service</i>	<ul style="list-style-type: none"> <li>• Create a strong Governing Council where all positions are filled at the start of the year. We will need to attract new members at the start of each year</li> </ul>	H	<ul style="list-style-type: none"> <li>- Talk to families about the Governing Council and the importance of it for Pulyeri.</li> <li>- Encourage families to be involved</li> <li>- AGM Term1 – encourage families to attend</li> <li>- Once formed police checks to be completed for new members</li> </ul>	Families joining the Governing council and attending meetings	T1 annually	List of parents on our governing council is displayed. Opportunities for feedback is available to families
		<ul style="list-style-type: none"> <li>• Spreadsheet with all staff members qualifications and certificates of records</li> <li>• Expiry dates of certificates are recorded and reviewed monthly</li> </ul>	H	<ul style="list-style-type: none"> <li>- Russell keeps records and checks of this in a spreadsheet.</li> </ul>	Qualifications or clearances do not laps	Ongoing	Achieved an ongoing in 2018
		<ul style="list-style-type: none"> <li>• All families are informed of the Grievance policy when they enroll</li> </ul>	H	<ul style="list-style-type: none"> <li>- families shown grievance procedure in information book</li> </ul>	If required families use the procedure if they have a grievance	Ongoing	Embedded in enrolment process
		<ul style="list-style-type: none"> <li>• Make policy folder available to families</li> </ul>	L	<ul style="list-style-type: none"> <li>- Put a copy of the Policy folder in the family area</li> </ul>	Policy folder is available to view in family area	Ongoing	Ongoing for new families
		<ul style="list-style-type: none"> <li>• Give opportunities for families to be involved in reviewing policies</li> </ul>	M	<ul style="list-style-type: none"> <li>- Develop a process to involve families in reviewing policies</li> <li>- Create policy feedback sheet</li> <li>- Check feedback sheet each term</li> </ul>	Having families as part of the process in some way	Ratified in 2017 Next 2019	Continually processed throughout the year

QA 7	Governance and Leadership						
7.1 Governance	Governance supports the operation of a quality service						
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
7.1.2 Management systems	<i>Systems are in place to manage risk and enable the effective management and operation of a quality service</i>	<ul style="list-style-type: none"> <li>Review policies as required</li> <li>Ensure families are involved in reviewing QIP</li> </ul>	M  H	<ul style="list-style-type: none"> <li>All policies have a review date on them to ensure they are review and ratified by the Governing Council prior to this date</li> <li>Develop a process which allows families to have a voice when reviewing the QIP</li> </ul>	<p>Polices reviewed and ratified by the Governing council</p> <p>QIP reviewed and ratified by Governing Council and submitted to DECD</p>	T2 2017  T4 2017	<p>Achieved and ratified by Governing Council T2 2017</p> <p>To be reviewed in March 2019</p> <p>Taken to Governing Council T4 2017</p>

QA 7	Governance and Leadership						
7.1 Governance	Governance supports the operation of a quality service						
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
7.1.3 Roles and responsibilities	<i>Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service</i>	<ul style="list-style-type: none"> <li>Review induction process with checklist of information to be covered</li> </ul>	M	<ul style="list-style-type: none"> <li>Review induction process and check list</li> </ul>	Checklist completed and staff signed off to say have read handbook	2018	Ongoing
		<ul style="list-style-type: none"> <li>Review staff hand book with code of conduct and staff guidelines for Pulyeri</li> </ul>	M	<ul style="list-style-type: none"> <li>Ensure staff handbook and code of conduct is reviewed biennially</li> <li>Staff to read handbook</li> </ul>	Biennial review completion	2018	
		<ul style="list-style-type: none"> <li>Update TRT folder</li> </ul>	M	<ul style="list-style-type: none"> <li>Review and update termly</li> </ul>	When up to date	2018	

QA 7 Governance and Leadership							
7.2 Leadership Effective leadership builds and promotes a positive organizational culture and professional learning community							
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
7.2.1 Continuous improvement	<i>There is an effective self-assessment and quality improvement process in place</i>	<ul style="list-style-type: none"> <li>QIP is current and up to date with achievable short term and long term goals</li> </ul>	H	<ul style="list-style-type: none"> <li>Completed with staff</li> <li>Review of QIP in staff meetings to make modifications and new priorities</li> </ul>	Updated QIP and staff meeting minutes	Ongoing	Ongoing Progress discussed and new goals added in staff meetings
		<ul style="list-style-type: none"> <li>DECD annual Parent Opinion Survey</li> </ul>	M	<ul style="list-style-type: none"> <li>Survey given to families annually</li> </ul>	Surveys returned and inform practice	T3 Annually	Achieved 2017
		<ul style="list-style-type: none"> <li>AITSL Teacher Self-assessment tool used by educators to inform practice</li> </ul>	M	<ul style="list-style-type: none"> <li>Inform educators of the Assessment tool and to access it via the AITSL website</li> <li>Educators to go to complete the self-assessment</li> </ul>	When completed at least annually	T4 2017 Ongoing	Completed in 2017
7.2.2 Educational leadership	<i>The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle</i>	<ul style="list-style-type: none"> <li>RRR to be implemented</li> </ul>	H	<ul style="list-style-type: none"> <li>Fraser Park leader or delegate to conduct observations of practice</li> <li>Meet with educators and review observations</li> <li>Develop strategies to guide improvement</li> <li>-</li> </ul>	When part of praxis	T3 2019	

QA 7	Governance and Leadership						
7.2 Leadership	Effective leadership builds and promotes a positive organizational culture and professional learning community						
Concept	Descriptor	What Outcome or goal do we seek?	Priority	How will we get this outcome?	Success measure	By when?	Progress notes
7.2.3 Development of professionals	<i>Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development</i>	<ul style="list-style-type: none"> <li>Staff have 4 performance review meetings with Michelle annually (1 per term)</li> </ul>	H	<ul style="list-style-type: none"> <li>Performance meetings booked in Michelle's diary</li> <li>Staff members are support to achieve their goals</li> <li>Staff have an opportunity to reflect on the performance of the leader</li> </ul>	Working towards of achievement of goals Surveys or verbal feedback for leader	Ongoing	Ongoing
		<ul style="list-style-type: none"> <li>HAT certification process for Step 9 teachers</li> </ul>	L	<ul style="list-style-type: none"> <li>Brad to meet with Michelle regularly</li> <li>Start collating artefacts for evidence sets</li> </ul>	Upon attainment of certification	T2 2019	Initial trainings have been attended 2017 AITSL self-assessment has been completed