



Australian Children's  
Education & Care  
Quality Authority

## **Appendix 2:** Quality Improvement Plan template

MARCH 2017



# Para Hills School P-7 Preschool

## Service details

<b>Service name</b>	<b>Service approval number</b>
Para Hills School P-7 Preschool	
<b>Primary contact at service</b>	
Peter Reid	
<b>Physical location of service</b>	<b>Physical location contact details</b>
Street: Wilkinson Road Suburb: Para Hills State/territory: SA Postcode: 5097	Telephone: 8264 2033 Mobile: 0401 121 326 Fax: 8396 1934 Email: peter.reid729@schools.sa.edu.au
<b>Approved Provider</b>	<b>Nominated Supervisor</b>
Primary contact: Telephone: Mobile: Fax: Email:	Name: Peter Reid Telephone: 8264 2033 Mobile: 0401 121 326 Fax: 8396 1934 Email: peter.reid729@schools.sa.edu.au
<b>Postal address (if different to physical location of service)</b>	
Street: Suburb: State/territory: Postcode:	

## Operating hours

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

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

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	09.00	09.00	09.00	09.00	09.00
Closing time	15:00	15:00	15:00	15:00	15:00

## Additional information about your service

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

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

Para Hills School P-7 Preschool is located on Williamson Road on the lower level of the site, the primary school facilities are accessed from Frances Street. The Preschool is a new purpose built facility which opened in 2016.

As per DECD policy there is no on-site parking available for families however there is ample street parking adjacent to the building.

The Preschool operational calendar aligns with the school, including shared school holiday and pupil free dates.

How are the children grouped at your service?

All children attend 15 hours/ week of Preschool, usually for two consecutive days such as Monday and Tuesday and then alternate Wednesdays.

50 children are enrolled in the centre.

There has been an additional 1.0 teacher placed at our Preschool who started in January 2016.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan:

Peter Reid - Principal

## Service statement of philosophy

Please insert your service's statement of philosophy here.

Pre-school is a key phase in every child's life long journey of learning and for most children their first experience of formal learning environments. Building relationships, exploring your own and other's identities and creating understandings of different aspects of the surrounding world and developing personal and cognitive skills is a lifelong process. At Para Hills Preschool we welcome the opportunity to provide children with a quality learning environment within DECD guidelines and the National Quality Framework & Education and Care Services National Regulations.

Our curriculum is guided by the Early Years Learning Framework and its focus on belonging, being and becoming for young children to explore their world, delivered in a holistic and integrated program.

We ensure that the learning environment is organized and our schedule provides a stable structure within which development and learning can take place. While the environments elements are dynamic and changing, overall it is predictable and comprehensible from a child's point of view. Staff widen the possibilities from child initiated learning through structured play and learning opportunities within a framework of clear negotiated behaviour expectations which staff model and support.

Play is a cornerstone of preschool pedagogy and honours how children learn their important life skills. It allows children to develop effective communication, and social skills, work at their own pace, apply prior knowledge in new learning situations and share experiences as they move from familiar knowledge to new knowledge. We allow for reflecting time and weave each child's contributions into the larger tapestry of meaning. Play and group tasks support the development of multiple perspectives which promote both a sense of group membership and the uniqueness of self.

The complex multicultural nature of our group provides opportunities to share cultural backgrounds and challenges that lead to a strong literacy focus in our programs. We focus on developing vocabulary, dialogue and comprehension skills through oral language development and scaffolding English language with hands-on experiences that engage all the senses.

Nurturing relationships are vital in fostering high self-esteem. As parents are the child's first teachers we consult with them extensively to build strong partnerships which support their children. Children learn and develop at their own pace and have individual developmental needs which are influenced by their family, culture and social settings.

Our program aims to develop in children a strong sense of self-efficacy; capacity in resolving interpersonal conflicts cooperatively; and the sociability to connect with others and form friendships. We believe that children are capable individuals who learn best when experiences and learning outcomes are based on their interests, curiosity and family life experiences. Children's ideas, thoughts and inputs are reflected in the program.

We act as positive role models and provide the security whereby all children feel safe and confident to try learning experiences and build new skills. The most powerful influences on what and how children learn occurs in the staff's moment-to-moment interactions with them, in the real-time decisions that are made throughout the day. It is our plans and organization, sensitivity and responsiveness to all the children that have the greatest impact on their development and learning. The way we design learning experiences, how we engage children and respond to them, how we adapt our teaching and interactions to children's background, the feedback we give, these matter greatly in children's learning - none can be fully determined in advance and laid out in a curriculum or set of lesson plans that all staff follow without deviation. We will always have moment-to-moment decisions to make. To make these decisions with well-grounded intentionality, we draw upon our extensive knowledge of child development and learning about individual children. We also draw upon a full repertoire of teaching strategies which we employ for different purposes.

Review date: October 2017

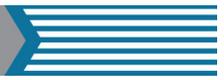


## Quality Area 1: Educational program and practice

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

### Quality Area 1: Standards and elements

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



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

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

## Quality Improvement Plan for QA1

### Summary of strengths for QA1

<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Our program is based upon the Early Years Learning Framework which is reflected in program plans, term overviews, assessment and reporting processes such as formative reports, ILPs, NEPs, summative reports and annotated work samples in each child's learning journal.</li> <li>• Our curriculum decision making is strongly informed by the context, setting and cultural diversity of our families and community. We believe that we excel in providing a curriculum that is relevant to the children in our diverse setting as we view this as a vital tool in building understandings and scaffolding learning.</li> <li>• Children's interests and the interests of their families are incorporated into the planning cycle emphasising the dynamic nature of our curriculum – drawing from educators, child, family and community. Some activities are pre-planned and children are also able to access a wide range of activities of their choice. Links are created between EYLF and children's learning in displays and learning journals. Curriculum decision making is informed by regular staff discussions and reflections on learning, observations of children, and discussions with families. Our site philosophy values each child's culture, interests</li> </ul>
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and experiences.

- Families are consulted on enrolment and regularly over the course of the year to inform and deepen our knowledge of our children, and this provides the basis of our learning goals for each individual child.
- Staff notice emergent trends in play situations and modify learning experiences to follows children's interests. Learning is supported by intentional teaching with individual children in small groups or during large group learning time.
- Sessions are structured to allow long blocks of uninterrupted time for exploration and socialisation, giving children a sense of agency, while providing opportunities for staff to build relationships and discover children's interests and fascinations. These interactions allow us to scaffold language and support play skill development. Educators' everyday interactions with children enable us to build a picture of their strengths, knowledge and abilities which are incorporated into their learning program.
- A visual timetable is used for reference by children, families and visiting educators. Time is allowed for individual choices as well as more structured group experiences.
- The program is planned and recorded under the Early Years Learning Framework outcomes and is displayed in the foyer with copies made available for parents.
- Each afternoon staff have a verbal debrief and critical reflections about individual children, their play choices, peer interactions and learning styles to inform ongoing planning.

## Key improvements sought for QA1

<b>Standard/element</b> <b>1.1.1</b>	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.		
	<table border="1"> <tr> <td data-bbox="347 1189 586 1374"> <b>Identified issue</b> </td> <td data-bbox="586 1189 2152 1374">           A significant proportion of our children come with a range of special needs and learning challenges due to cultural background and language. The challenge for our centre is to continually look for ways to ensure that all children and their families are able to engage in meaningful learning on a daily basis.         </td> </tr> </table>	<b>Identified issue</b>	A significant proportion of our children come with a range of special needs and learning challenges due to cultural background and language. The challenge for our centre is to continually look for ways to ensure that all children and their families are able to engage in meaningful learning on a daily basis.
<b>Identified issue</b>	A significant proportion of our children come with a range of special needs and learning challenges due to cultural background and language. The challenge for our centre is to continually look for ways to ensure that all children and their families are able to engage in meaningful learning on a daily basis.		

<b>Standard/element 1.1.5</b>	Every child is supported to participate in the program.	
	<b>Identified issue</b>	A number of children with identified special rights are not engaging fully in all aspects of the daily program and the need for targeted resources, observations and invitations for these children to participate.
<b>Standard/element 1.1.6</b>	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.	
	<b>Identified issue</b>	Provide children with greater opportunities to make their own choices and decisions in their learning.
<b>Standard/element 1.2.1</b>	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	
	<b>Identified issue</b>	Trial new ways of collecting and documenting relevant information that can be used as part of the ongoing cycle of planning, documenting and evaluating.

## Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.1	Planning will clearly show links to children's knowledge, ideas, culture, abilities and interests	H	<ul style="list-style-type: none"> <li>• A more detailed family questionnaire will be developed, to provide staff with more information about each child. There will be clearly documented links between this information and planned learning experiences</li> <li>• Staff will engage in frequent collaborative conversations using family information and staff observations</li> <li>• Ensure that curriculum planning and implementation clearly demonstrates links to children's knowledge, ideas, culture, abilities and interests</li> </ul>	<p>Developed and sent home to families</p> <p>Individual children named on staff meeting agendas</p> <p>Clear links to family questionnaire</p> <p>Increased parental involvement in the preschool</p>	<p>Beginning term 2, 2017</p> <p>Ongoing</p> <p>Ongoing</p>	

			<ul style="list-style-type: none"> <li>• Educators will actively seek to find out more about children's special interests via one-on-one conversations and scheduling small group times for shared conversations that encourage reluctant children to participate</li> </ul>	Reflected in weekly programming	Ongoing	
1.1.5	Staff practices will effectively support all children to engage in the learning program	H	<ul style="list-style-type: none"> <li>• Children will be closely observed and supported at all times, but particularly at the beginning of term 1, to ensure that they receive support to participate</li> <li>• Engage in planned conversations about each child's levels of involvement and engagement – use assessment tools where required and plan further support</li> <li>• Visual schedules and other aids will be provided as required</li> </ul>	<p>Anecdotal data/observation notes</p> <p>Reflected in weekly programming</p> <p>Reflected in weekly programming</p> <p>Ongoing range displayed</p>	Ongoing (daily/weekly)	

1.1.6	Increased student voice in the learning programme	H	<ul style="list-style-type: none"> <li>• Engage in planned conversations with children and caregivers</li> <li>• Staff awareness and observation notes inform planning and programming</li> <li>• Staff will work with peers to further explore child's voice and choice</li> </ul>	<p>Greater engagement and quality play occurring with individuals and groups of children</p> <p>Reflected in children's reports and learning journals</p> <p>Teachers participate in action research on student voice</p>		
1.2.1	Children's development is assessed and used in planning and for evaluating learning.	H	Ongoing PD with all staff in relation to the use of observation and anecdotal data and how it can inform ongoing programming and planning	Staff utilising the data to inform weekly planning	Ongoing	Implementing a data wall using 'traffic light system'.

# Quality Area 2: Children’s health and safety

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

## Quality Area 2: Standards and elements

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

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

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

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

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

## Quality Improvement Plan for Q2

### Summary of strengths for QA2

#### Strengths

- A focus on child health and wellbeing is incorporated into the Preschool curriculum and connects to the P-7 focus on behaviour education as an underpinning practice to support learners to take control of their emotions.
- Resting/quiet activity spaces and opportunities always available for children to engage in restful activities in a variety of spaces at the centre. Individual children have accommodations made for their specific physical and cognitive needs of children and family requests to support learners acted upon.
- The physical layout of the centre is purpose built to cater for the comfort and security of every child with separate facilities for rest and quiet activities, eating and active play. Music and movement activities are offered daily.
- Efficient management of infectious diseases through prompt notification and appropriate hygiene measures. Facilities are set up with children's independence in mind e.g. visual prompts remind children of hygiene practices.
- Healthy eating choices are explained and encouraged with both children and families. Packaged food is discouraged in line with a whole school P-7 focus. We include a regular focus on nutrition, healthy eating and healthy food choices. Extra fruit and yoghurt is always available to supplement families in need. Children eat together at snack time and lunch so that educators can monitor their food and encourage children to eat their healthy food first. We also talk about healthy food choices, sometimes food, etc. Healthy food choices are acknowledged.
- Proper hydration is encouraged by the provision of fresh drinking water which is available at the water station for children to independently access all day at any time but is also embedded into our routine and key times throughout the day.
- Regular physical activity is promoted daily with provision of a range of physical challenges, in the natural and built environments, and with regular visits to the school playground/oval/nature play areas to use the equipment and space. Children also engage in a range of regular co-ordination sessions, based on fundamental movement skills, so every child can build skill levels and confidence in active play. Children are encouraged to explore safe barefoot indoor and outdoor play.
- The option of exploring the Gully alongside Para Hills School with its emphasis on a natural environment and natural resources is often utilised.

- All staff are trained in Reporting Abuse and Neglect. Mandatory Notification procedures and guidelines are reviewed regularly to ensure staff are aware of their obligations in this area.
- The Child Protection Curriculum is incorporated into programming, with staff training updated as necessary.
- Processes exist to identify children with additional needs and collaboration occurs between regional support staff and centre staff. Regular consultation occurs in order to plan to meet the needs of identified children. Health care plans are developed with the appropriate agencies for children with specific health and additional needs, with regular meetings held to access ongoing care and support.
- If a child is injured we follow first aid procedures. The injury is assessed as to the severity and appropriate follow up treatment is carried out. Records are kept of all first aid incidents and copies given to parents/carers. In the case of head injuries parents/carers are informed immediately and children monitored closely for the remainder of the session.
- Staff are rostered to ensure adequate ratios and supervision are maintained at all times. Children's attendance is recorded daily in the roll book.
- Staff take note in the daily diary of information from parents if the person collecting a child is someone different for that day. Notes are made if collection permission changes via parent phone call.
- Children are dismissed one by one as parents or designated carers are sighted by staff.
- An up to date list of medical conditions or allergies are documented and displayed in individual pouches in the 'First Aid Allergy Buddy' in the office. Children's medical plans and medications are checked regularly by staff each term for updates or use by dates. This Allergy Buddy is able to be carried by staff each time they leave the facility. All staff are allergy aware.
- Teachers regularly revisit safety protocols and safe behaviours with children. Procedures are in place to check equipment and play areas for hazards. Effective WHS processes are in place, linked with those used by the school.
- Sun safe practices are modelled and embedded.
- Staff ensure that they actively monitor and supervise the various play spaces. Play areas are set up to allow efficient adult

- supervision whilst considering children's needs for both open and more secluded play areas.
- Written parental permission is required for all excursions and appropriate risk assessments are carried out.

## Key improvements sought for QA2

<b>Standard/element 2.1</b>	Each child's health is promoted.
<b>Identified issue</b>	Children rely on adults to make decisions regarding their own safety and the safety of others.

## Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1	Children will learn to independently assess situations and activities for risk benefits/risk avoidance for their own safety and the safety of others.	M	Explicit teaching with individuals/ small groups/whole group as situations arise  A range of visuals created to support children to make safe choices	Children playing safely with greater engagement, greater involvement and fewer injuries occur.	Ongoing  As needed	

## Quality Area 3: Physical environment

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

### Quality Area 3: Standards and elements

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

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

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

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

## Quality Improvement Plan for QA 3

### Summary of strengths for QA3

<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Our preschool is a new purpose built facility, opening in 2016. As such, it is well-suited to the provision of a quality preschool programme and offers safe participation and access for every child. It is attractive, welcoming, spacious and safe.</li> <li>• The outdoor environment is aesthetically pleasing with a grassed area and a range of suitable spaces, plants, water, developing trees and pathways. The outdoor learning spaces allow for open ended activities for children to explore, discover and connect with nature, enabling the development of deep respect for the environment.</li> <li>• The indoor/outdoor areas are flexible and adaptable, with access to both areas possible and available in inclement weather conditions, and bathroom facilities included in the main indoor area. Opportunities to interact with the natural and built environments are plentiful, with the added option of using the school's facilities – gym, playground and oval – as required to foster a sense of inclusion in the wider school community.</li> <li>• The environment is inclusive and facilitates independence and positive interaction between children and adults. The setting up of the outdoor learning environment is varied and carefully planned by staff. Preschool staff take into account children's creative ideas and interests, skill development, dramatic and imaginary play when setting up play provocations, programming and planning.</li> <li>• Children are supported to become environmentally responsible, to show respect for living creatures and to understand our interdependence with nature. Our sustainable practices include regular sorting of waste and recyclable materials, regular nude food days, collection of food scraps for the school's compost area and vegetable garden, using watering cans to water our garden. There is a regular focus on growing our own herbs and vegetables in our garden tubs and where</li> </ul>
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possible produce from our garden is either shared with the children or used in our cooking experiences. Thus sustainability is embedded in our learning curriculum and involves every child.

- Facilities incorporate sustainable features including water time saver taps, rain water collection and use, solar panels and energy saving lights. These aspects of the physical environment are embedded and highlighted in our ongoing discussions about sustainability in the preschool.

### Key improvements sought for QA3

<b>Standard/element</b> <b>3.1.3</b>	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.		
	<table border="1"> <tr> <td data-bbox="349 715 584 798"><b>Identified issue</b></td> <td data-bbox="584 715 2141 798">Immature trees in the grounds of the new centre do not cast sufficient shade throughout the day.</td> </tr> </table>	<b>Identified issue</b>	Immature trees in the grounds of the new centre do not cast sufficient shade throughout the day.
<b>Identified issue</b>	Immature trees in the grounds of the new centre do not cast sufficient shade throughout the day.		

## Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.3	Increased shade to compliment existing trees as they mature	H	Temporary shade/ shelter set up.	Installed	By end of term 1	School is in consultation with shade consultant to provide an adjustable 6 sq metre umbrella to shade lawn/ pebble/paved areas.



## Quality Area 4: Staffing arrangements

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

### Quality Area 4: Standards and elements

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

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

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

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

## Quality Improvement Plan for QA4

### Summary of strengths for QA4

#### Strengths

- Staffing ratios of 1:10 are maintained at all times. All staff maintain professional standards and develop respectful, warm relationships with all stakeholders through appropriate interactions and attitudes.
- All staff have appropriate qualifications. All teachers are registered and meet DECD qualification requirements. All School Services Officers have completed Certificate 3 as a minimum qualification.
- We have a strong collaborative team. We conduct open and supportive discussions which encourage staff to learn from and mentor each other. We all contribute to shared observations and assessments of children and the content of the program.
- Educators participate in regular professional development to facilitate the process for ongoing review, critical reflection on practice and to work towards shared and agreed understandings. Teachers work is connected to the AITSL Professional Standards for Teachers. Professional development if undertaken by individual educators is shared with the team at preschool staff meetings. Staff meetings are regular, minuted and actions are noted.
- A day book is kept to communicate important information and ensure that each educator is informed. Information in the communication book is brought up during staff meeting so all educators are aware of issues.
- The staff team at Para Hills Preschool are highly motivated and have a shared vision and approach. Staffing is targeted to children who require additional support at appropriate times during sessions. Staff are rostered to enable children to be supported at different times, depending on need.
- We strive to maintain continuity with our educators including our relief staff. We maintain a high level of mutual respect, equity and shared responsibility according to individual strengths and skills.

## Key improvements sought for QA4

<b>Standard/element</b> 4.2	Educators, co-ordinators and staff members are respectful and ethical.		
	<table border="1"> <tr> <td data-bbox="362 248 586 379"><b>Identified issue</b></td> <td data-bbox="586 248 2121 379">Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and children on practicum placements.</td> </tr> </table>	<b>Identified issue</b>	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and children on practicum placements.
<b>Identified issue</b>	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and children on practicum placements.		

## Improvement plan

<b>Standard/element</b>	<b>What outcome or goal do we seek?</b>	<b>Priority (L/M/H)</b>	<b>How will we get this outcome? (Steps)</b>	<b>Success measure</b>	<b>By when?</b>	<b>Progress notes</b>
4.2	All staff are aware of their professional responsibilities in interactions with all stakeholders.	H	Familiarisation is needed to reach a common understanding of the updated ECA Code of Conduct.	Staff are complying with the Code.  Staff are able to articulate some elements of the Code.	Ongoing	



## Quality Area 5: Relationships with children

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

### Quality Area 5: Standards and elements

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



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

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

## Quality Improvement Plan for QA5

### Summary of strengths for QA5

<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Our staff build highly effective and genuine relationships with all children and their families. We have an established staff team which has worked within the Para Hills community for many years. This enables us to build our knowledge about extended family groups. We also ensure we are welcoming to those families who are new to the community. We pride ourselves on maintaining a welcoming and supportive atmosphere through warm and engaging personal interactions with all children and their families. Strong and trusting relationships are developed with every child, leading to a positive sense of self-worth, belonging and a strong sense of group cohesion.</li> <li>• Each child's rights and efforts are respected and celebrated. Careful planning and thought is given to all our decisions</li> </ul>
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and how these will foster strong reciprocal relationships. Responsive communication processes and time is given to ensure all relationships are as effective as they can be, and are respectful and supportive of a variety of parenting styles.

- Our collaborative team of educators foster the skills required for building quality relationships including understanding about friendship, social skills, self-regulation, quality play, and kindness and sharing. Children are encouraged to develop executive functions including self-control and wait time. We explicitly teach the language of negotiation and encouragement. Behaviour is seen in the context of each child's individual development. Opportunities to unpack friendship, inclusion or exclusion are explicitly taught within our curriculum. Challenging behaviours are viewed as a child trying to communicate something to us.
- Clear behavioural expectations are articulated and restorative practices implemented to support and maintain friendships between children.
- Individual, small-group and large-group interactions are planned which lay the foundation for a true sense of belonging and personal value to the preschool community.

## Key improvements sought for QA5

<b>Standard/element</b> <b>5.2.2</b>	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
<b>Identified issue</b>	Children need ongoing support to develop skills in negotiating, sharing, taking turns and conflict resolution.



## Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.2	Children will become increasingly able to resolve conflict and interact positively	M	<p>Explicit teaching with individuals/ small groups/whole group as situations arise</p> <p>A range of visuals created to support children to make appropriate choices</p> <p>Role play, modelling/ reinforcing appropriate behaviours</p>	<p>Less conflict occurring as children learn to manage their behaviours</p> <p>Staff and children referring to visual tools</p>	<p>Ongoing</p> <p>Ongoing</p>	

# Quality Area 6: Collaborative partnerships with families and communities

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

## Quality Area 6: Standards and elements

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

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

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

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

## Quality Improvement Plan for QA6

### Summary of strengths for QA6

<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Collaborative partnerships with families and communities underpin all that we do. We place the highest value on establishing and nurturing ongoing connections with the families of our children. This begins at enrolment, where we invite families to help us learn about their child's strengths and needs, and continues throughout their time at the preschool. We provide a variety of opportunities, both formal and informal, for family involvement in their child's preschool experience.</li> <li>• Parents/Caregivers are invited to share their skills, knowledge and experience to enhance learning experiences.</li> <li>• We maintain a focus on high quality, daily communication with families – using both informal and learning related conversations. Parents comment regularly on our welcoming and approachable relationships with them. Parents who are less involved in the daily life of the preschool are identified early and alternative means are taken to communicate with them.</li> <li>• Families are welcomed into the centre and are encouraged to spend time during sessions, learning alongside their children. Curriculum is constructed to incorporate the perspectives, cultural background and values of all families, and their views are represented in centre learning experiences. Displays celebrate cultural and social diversity and promote</li> </ul>
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inclusivity.

- We observe a range of cultural celebrations and have a strong commitment to a detailed focus on Aboriginal heritage as part of the learning programme.
- As part of our agreement, with YMCA, our OSHC service is utilised by a number of families. Procedures in place ensure preschool staff know which children are booked into OSHC on a daily basis. Open communication with YMCA ensures smooth daily transitions occur.
- Good relationships exist between centre staff, DECD service providers and other agencies and families. Preschool teachers are released to attend Student Review Meetings where relevant to ensure 'at risk' children are adequately supported. We refer families to support agencies as necessary.
- We advise families about community and school services available through our noticeboard and newsletter.
- We run a regular playgroup which provides a service to families with younger children, establishing strong links with the teaching staff, a place of welcome for the child and parent, and provides information about eligibility, community services available for early intervention with special needs and ideas about how to extend their child's learning at home prior to entry to preschool.
- We have a strong focus on making transition times as smooth as possible. We encourage families to use the early entry process for Aboriginal, EALD and special needs enrolments, gradually building up attendance as the child feels more confident and secure.

## Key improvements sought for QA6

<b>Standard/element</b> <b>6.3.2</b>	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	<b>Identified issue</b> Ensure that all children transitioning to school continue to be supported in this process, including their families.

## Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.3.2	Educators support both change and continuity for all children transitioning to school.	L	A 'buddy' programme exists with the school year 6 children who engage/work with preschool children in a range of activities over the year, eg reading, school tour, playground time	Children are increasingly confident in engaging in school activities over the year eg, library visits, whole school assemblies/ school events	Term 4	
	Children and families experience positive transition to school environment.	M	Early Years teachers visit the preschool to build relationships with children.  School leadership run information sessions for parents.	'Formal' class transitions in term 4 are seamless in preparation for beginning school	Term 4	

# Quality Area 7: Leadership and service management

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

## Quality Area 7: Standards and elements

<b>Standard 7.1</b>	<b>Effective leadership promotes a positive organisational culture and builds a professional learning community.</b>	
	Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
	Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
	Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
<b>Standard 7.2</b>	<b>There is a commitment to continuous improvement.</b>	
	Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service’s operations.
	Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
	Element 7.2.3	An effective self-assessment and quality improvement process is in place.
<b>Standard 7.3</b>	<b>Administrative systems enable the effective management of a quality service.</b>	
	Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.
	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.

Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.
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## Quality Area 7: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.5	section 12	Applicant must be fit and proper person (provider approvals)
7.1.5	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.5	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.3.1	regulations 158-162	Attendance and enrolment records
7.1.5	regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
7.1.5	regulation 164	Requirement for notice of new persons at residence
7.3.1	regulation 167	Record of service's compliance
7.1.1, 7.3.1, 7.3.4, 7.3.5	regulations 168-172	Policies and procedures
7.3.1	regulations 173-176	Information and record-keeping requirements
7.3.1	Regulations 177-180	Prescribed records
7.1.1	regulations 181--184	Confidentiality and storage of records
	<b>Related requirements</b>	
7.1.5	regulation 14	Application for provider approval by individual
7.1.5	regulation 15	Application for provider approval by person other than an individual

7.1.5	regulation 16	Matters relating to criminal history
7.2.3	regulation 31	Condition on service approval - Quality improvement plan
7.1.5	regulation 46	Application for supervisor certificate
7.2.1, 7.2.3	regulations 55-56	Quality improvement plans

## Quality Improvement Plan for QA7

### Summary of Strengths

<b>Strengths</b>	<ul style="list-style-type: none"> <li>• AGM at the beginning of each year invites preschool parents to be part of the governance arrangements with staff. As part of the Para Hills School P-7, the Preschool has a staff and parent representative on the Governing Council.</li> <li>• All staff have a documented Performance Development plan in place. Individual goals are aligned to improvement priorities.</li> <li>• Professional Development and training is provided regularly for staff to practice and develop their current skills and learn new ideas to implement.</li> <li>• Effective management and administrative systems are in place to support the management of our service such as the use of Early Years System (EYS) to record and manage enrolment and attendance data.</li> <li>• A pool of appropriate relief staff has been developed to ensure consistency and familiarity with preschool routines for staff as well as the children and families.</li> <li>• Leaders delegate responsibilities effectively to enhance staff skills and abilities.</li> <li>• The school has a leadership team of 4 who are committed to regular visits to the preschool to talk with staff and children.</li> <li>• The school has recently appointed a coordinator in STEM who will work P-7 to ensure continuity of learning in this area.</li> </ul>
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- The school Site Improvement Plan ensures 21<sup>st</sup> Century pedagogy is actively pursued P-7.
- All staff qualifications and verifications are kept on site.
- The Quality Improvement Plan is available to all staff and families on the website.

## Key improvements sought for QA7

<b>Standard/element 7.3</b>	Administrative systems enable the effective management of a quality service.
<b>Identified issue</b>	The website does not reflect the new preschool setting.

## Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.3	The website is relevant, informative and accessible for all stakeholders.	H	Review of current Preschool profile on P-7 website. All relevant staff to be involved in this process.	Parent feedback	Term 1 2017	Information updated awaiting upload to the website.

