

Ernabella Anangu Preschool and Family Centre Quality Improvement Plan 2018

Updated July 2018

The National Quality Standard and Quality Improvement

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

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

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

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

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

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

Service details

Service name		Service approval number	
Ernabella Anangu Preschool and Family Centre			
Primary contacts at service			
Principal – Erin McQuade			
Preschool Teacher – Hannah Schuback			
Family Centre Teacher – Teresa Kenny			
Physical location of service		Physical location contact details	
Street	-	Telephone	(08) 8956 2977
Suburb	Ernabella Community	Mobile	-
State/territory	South Australia	Fax	(08) 8956 2930
Postcode	0872	Email	dl.1034.info@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	Erin McQuade	Name	Erin McQuade
Telephone	(08) 89562977	Telephone	(08) 89562977
Mobile	0410634331	Mobile	0410634331
Fax	(08) 8956 2930	Fax	(08) 8956 2930
Email	erin.mcquade675@schools.sa.edu.au	Email	erin.mcquade675@schools.sa.edu.au
Postal address (if different to physical location of service)			
Address	PMB 63, Ernabella via	State/territory	NT
Suburb	Alice Springs	Postcode	0872

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

Describe the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

Round times to the nearest quarter of an hour.

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

Family day care services or multi-site services should list the operating hours of the service office.

Preschool	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8:40	8:40	8:40	8:40	8:40	-	-
Closing time	12:30	12:30	12:30	12:30	12:30	-	-

Family Centre	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8:40	8:40	8:40	8:40	8:40	-	-
Closing time	12:30	12:30	12:30	12:30	12:30	-	-

Additional information about your service

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

South Australia DECD school holidays. Two travel days in the first and last weeks of each term.

Rain can cause roads to flood and be unsafe to travel through.

Parking available at the front of the school.

There is limited accommodation in Ernabella community. Please contact Erin McQuade (Principal) for further information.

How are the children grouped at your service?

Ernabella Anangu Preschool and Family Centre is situated in a remote Indigenous location on the APY Lands. The centre caters for a population of almost entirely Indigenous children who begin preschool at the age of three. The preschool has children aged, 3, 4 and 5 years old in the one room.

An associated program is offered to a non-Indigenous child.

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

Nominated Supervisor – Erin McQuade

Educational Leader – Hannah Schuback

Family Centre Teacher – Teresa Kenny

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators:

Service statement of philosophy

Ernabella Anangu Preschool and Family Centre in the Ernabella/Pukatja community is a space for young children and families to learn from and with each other.

Respectful relationships and communication form the foundation of the interactions between adults and children.

Pitjantjatjara language is foregrounded, as for most children it is their first language and culture.

Play is the predominant pedagogy where children's exploratory drive and curiosity for understanding and making meaning of their worlds provides opportunities for new learning.

Educators bring a range of values and knowledge to notice, recognise and understand children's learning.

The curriculum is congruent with The National Quality Standards, Early Years Learning Framework, the DECD Indicators for Preschool Literacy and Numeracy and the Families as First Teachers approach to education and care.

Our Philosophy on behalf of Pitjantjatjara Yankunytjatjara Education Committee

<p>Tjitji itinguru pulkara nintiringkupai walytja tjutangka tjungunku nyinara mukulyanguku atunymara kanyinyangka. Tjanaya pukulpa nintiringkupai walytjapiti ila nyinanyangka. Munuya kananykananyaripai walytjapiti tjutangka mirawaninyangka. Munuya kutjupa kutjupa rapangu arkara palyalpai munuya alatjingara pukulpa nintiringkupai.</p> <p>Nganana mukuringanyi nganampa iti uwankara centre-ngka mukulyanguku atunymankuntjaku tjana pukulpa kurunpa lpilypa, puntu kunpu nyinara nintiringkuntjaku.</p> <p>Munuya nganana kulinytja tjuta ananguku ara-wanungku atunymankunytjaku. Munu iti tjutangka waakaripai tjuta Piranpa munu Anangu, paluru tjana tjungu waakarintjaku ngunytjunga, mamangka munu walytjapiti tjutangka Ananguku ara kunpu kanyintjaku munu nintintjaku.</p> <p>Nganampa tjitji tjuta kulunypa-nguru nintiringkungkuntjaku ngaranya culture kutjara, Piranpaku-Ananguku.</p> <p>Munula mukuringanyi Pitjantjatjara nintintjaku munu nyiri tjuta riitamilantjaku tjitji kulunypa tjutangka. Kaya kutjupara DVD inma tjara, pakantjatjara nintintjaku. Kala mukuringanyi titja Piranpa Early childhood-ku piipatjara kutju pitjala waakarintjaku. Ka Anangu, iti tjutangka waakaripai tjuta, waakarira training palyalkatintjaku munu piipa mantjintjaku. Ka school governing council-tu, principal-tu munu anangu coordinator-lu purkarangu nyakukatintjaku tjana waakarinyangka.</p>	<p>Our children learn from when they are babies; growing up together with their families loving and caring for them. They learn happily and learn best when they are close to their family. The children are proud when their families praise them for their efforts. They are willing to try new things and learn happily when it is this way.</p> <p style="text-align: center;">The Children</p> <p>In all our Early Childhood Centres; Programs and Preschools; We want our babies, our toddlers and our preschool children to be looked after and taught in a caring and thoughtful way so that our children's spirit and body will grow strong and healthy.</p> <p style="text-align: center;">The Families</p> <p>The workers in the Family Centres will listen to Anangu ideas and care for the children in the same way as Anangu do. The people both Piranpa and Anangu, who work in our Family Centres and Preschools, should work closely with the parents and the extended family so that Anangu ways are kept and taught.</p> <p style="text-align: center;">The Staff</p> <p>We also want the Educators in the Early Childhood Centres to have the proper qualifications to teach young children. The Anangu, who are working in the Centres, will train for their Certificate 3 in Children's Services while they teach. The School Governing Council, School Principal and Anangu Coordinator will carefully oversee the work in the Centres.</p> <p style="text-align: center;">The Programme</p> <p>Our children need to learn about the two cultures, Piranpa and Anangu. We want Pitjantjatjara and Yankunytjatjara language supported. It is very important that books in their own language be read to the children and their songs to be sung. They can also watch DVDs of their traditional dances so they will learn about their culture.</p>
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Quality Area 1: Educational program and practice

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

Quality Area 1: Standards and elements

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

National Law and National Regulations underpinning Quality Area 1

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

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

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths

Preschool:

The frameworks and documents informing the development of curriculum have been collated in a way that is meaningful and accessible to all staff and families. The timetable of the preschool day is displayed visually for children and adults. The preschool program is not static. A key idea underpins the direction of what is planned for and is responsive to what emerges. Children's thinking and learning is documented in a variety of ways which are strongly visual (photographs, videos, paintings, artwork etc.). Individual Learning Plans have been developed with families and AEWs, where possible. Educators ask families how they know their children as learners and this establishes a partnership and a conversation that is ongoing.

Two Anangu educators work with children to ensure that, as English language learners, their ideas and needs are heard, understood and respected.

When possible, our afternoon group time involving stories, singing and whole group games takes place in Pitjantjatjara.

The resources and the learning environment are set up to support strong oral language in Pitjantjatjara and English (collaborative experiences, open-ended resources, story tables) and to promote self-regulation (soft lighting, music, predictable environment, sanctuary spaces, sensory elements and experiences). A consistent relaxation routine involving soft music, essential oils, singing bowl and deep breathing practice, ends children's day at preschool. This is an important time for children to take care of their bodies after play and be thanked for being a part of the group. We believe all children are capable and competent and try to build in responsibility and show them that we trust them. We use the EYLF, the Respect, Reflect, Relate resource and the Literacy and Numeracy Indicators for Preschool to develop a flexible and responsive curriculum. This ensures we have a clear purpose for our learning and opportunities to engage all learners. We try to plan for learning, not doing. Our day is organised in such a way that children have choice and appropriate time to build on their learning within workable and safe routines.

Family Centre:

At Ernabella Family Centre we have a holistic supportive parenting program using the Families as First Teachers and EYLF Frameworks. Using a cycle of programming and planning, we observe and question parents and children regularly to provide a dynamic and interesting program to develop families' confidence in enriched caregiving that honours Anangu culture. A strong routine allows for children and families to feel comfortable and confident whilst always allowing for choice and spontaneity, such as families planning, choosing and preparing the lunch program, to children's choice in a variety of play activities and choosing favourite books and songs during Mat Time.

Key improvements sought for Quality Area 1

Improvement Plan

Standard/element 1.3.2	Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.
Identified issue - Preschool	We acknowledge a lack of collaboration and collaborative reflection between educators in the EY spaces and seek to better connect our ideas, and our professional learning with our practice, so as to better understand the children in our care. Historically there has been a disconnection between the curriculum covered through the Certificate III and how that learning plays out in Preschool Family Centre and we seek to strengthen those connections and make professional learning for AEW educators more tangible and meaningful to build capacity but also to inspire engagement and a desire to persist.
Standard/element 1.3.3	Families are informed about the program and their child’s progress.
Identified issue - Preschool	With few parents coming in to preschool with their children each morning, sharing information about the experiences their children are having at preschool is difficult. Families have previously expressed that they would like a regular newsletter sent home, which we endeavour to complete twice a term. However, more thinking needs to be applied to ways in which information and learning can be shared with families who have little to no contact with preschool.
Identified issue – Family Centre	The current hand written shared board book is time consuming to keep regularly updated for parents to view. There are no individual folders to show children work or development.

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.3.2		Committing to including all EY educators in planning and decision making to ensure all voices are respected and learning connects children and families – or what they bring.	H	Diarise an initial meeting with the whole team. Flexibility to ensure that timetables and community events don't clash.	Attendance of all EY educators at meeting. If we can lock in a dedicated time (perhaps each fortnight on a Wednesday at 2pm to roll over into the EY teleconference) to meet, hopefully this can become a professional commitment for us all and something we all look forward to.	Term 2, Week 9 at the latest.	* Has been difficult to have everyone meet together – staff absences, funerals and other community events have meant we have not all been in the same place at the same time. Flexibility might be needed to get the ball rolling on the weekend, if people are willing to have just the initial meeting in their spare time.
		Connecting the learning by building collaborative planning and reflection portfolios for all educators.	M	Create a portfolio for each member of the EY team. Include information about the theories and thinking behind our work and leave space for contributions. Share portfolios at EY meeting or when possible.	Educators talking more to one another about their practice – what we notice, what we think and how we can connect it all to what we are learning (through Cert III, PD etc).	Term 2	* Haven't had a chance to roll out as a group so portfolios have been shared with Narelda and Louise individually and Hannah has made some learning story-type contributions to both folders. A clearer explanation about what they are for might be needed and a dedicated place in the office/preschool for where they are kept and where they can be accessed, considered.
		Shared and scaffolded responsibility across the team to ensure success.	M	Encouraging Anangu educators to lead experiences and routines at family centre and preschool.		Ongoing, beginning Week 5 Term 2	
1.3.3		Articulate the learning better in preschool photo journal.		Describe learning in green pen/texta.	Regular contribution to photo journal. Children's interest in revisiting their learning through the journal.		* Something that has not been happening weekly. Leadership paying back lost NIT time has helped in getting the journal up to date. Children are enjoying poring over the pictures and having conversations. Still find video footage of learning more powerful for reflecting with children. Not a lot of parent interest in learning journal and when not updated weekly, is there an easier way to capture and articulate learning that doesn't involve hours with a glue stick and lots of writing in English?
1.3.3		Families have access to regular updates about family centre goals/progress/events and individual learning progress.		Use a 'one page' A4/A3 print out model to add updates to the Family Centre Journal. Eg. "One Page" Easter photo update/'One Page' Conversation Reading Update that can be easily created/typed/printed. This will	Observing families engaging regularly with Learning Journal and Individual Folders.	By Week 5, Term 3	

			avoid time consuming cutting/pasting/handwriting. Create Individual folders for 'One page' print out about individuals progress, also Family Centre updates can be reprinted and inserted into individual folders for easy access for parents.			
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Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

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



National Law and National Regulations underpinning Quality Area 2

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

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

Regulation 85	Incident, injury, trauma and illness policies and procedures	2.1.2
Regulation 86	Notification to parents of incident, injury, trauma and illness	2.1.2
Regulation 87	Incident, injury, trauma and illness record	2.1.2
Regulation 88	Infectious diseases	2.1.2
Regulation 89	First aid kits	2.1.2
Regulation 90	Medical conditions policy	2.1.2
Regulation 91	Medical conditions policy to be provided to parents	2.1.2
Regulation 92	Medication record	2.1.2
Regulation 93	Administration of medication	2.1.2
Regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency	2.1.2
Regulation 95	Procedure for administration of medication	2.1.2
Regulation 96	Self-administration of medication	2.1.2
Regulation 97	Emergency and evacuation procedures	2.2.2
National Law and National Regulations		Associated element
Regulation 98	Telephone or other communication equipment	2.2.2
Regulation 99	Children leaving the education and care premises	2.2.1
Regulation 100	Risk assessment must be conducted before excursion	2.2.1



Regulation 101	Conduct of risk assessment for excursion	2.2.1
Regulation 102	Authorisation for excursions	2.2.1

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths	<p>Preschool: Visual routines for eating, washing hands, blowing noses, brushing teeth and cleaning faces are displayed for children and an established part of the daily health routines. Keeping the preschool cleaned daily contributes to the overall wellbeing of children and limits the spread of infectious diseases. Consistent use of specific language around healthy eating at preschool embeds practices for children; ie. “At preschool we drink water when we’re thirsty”. Breakfast, fruit and a healthy meal are provided daily by the school canteen and prepared or served by educators.</p> <p>Family Centre: At Family Centre, family’s health and well-being is paramount. Daily Routines follow strict guidelines for families to wash hands and faces on arrival and keep hands/faces/noses clean to avoid spreading infectious diseases. Family Centre has a strong healthy eating program for breakfast, fruit snack and lunch. Our meal plans are centred around protein, iron, vitamin rich and low sugar food choices. The program encourages independent healthy choice, planning recipes together that are catered for local tastes, availability and affordability – so they can be easily be bought locally and cooked in the home. Our cleaning practices and exclusion practices reflect the guidelines from the “Staying Healthy: Preventing infectious diseases in early childhood education and care services” document.</p>
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Key improvements sought for Quality Area 2

Improvement Plan

Standard/element 2.1.3	Effective hygiene practices are promoted and implemented.
Identified issue - Preschool	Children needing constant reminding to blow their noses.



Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.3		Regular, independent nose blowing. Children helping each other to recognise when they need to blow their noses. Children understanding healthy routines and when their own body needs help	M M	Embedding nose-blowing for all children into routines – between finishing fruit and heading outside, before washing their hands before lunch time. Showing children what to do when their bodies are hot, cold and tired – awareness of sensory information.	Children recognising when they need to blow their noses with minimal adult support. Children alert one another when they notice a running nose. Children independently access jumpers, hats, water and opportunities to rest.	Week 8, Term 2	We have built in explicit nose blowing time to transition between outside play and lunch.

Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

Standard 3.1		The design of the facilities is appropriate for the operation of a service.
Fit for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2		The service environment is inclusive, promotes competence and supports exploration and play-based learning.
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

National Law and National Regulations underpinning Quality Area 3

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

National Law and National Regulations		Associated element
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2
Regulation 104	Fencing	3.1.1
Regulation 105	Furniture, materials and equipment	3.2.2
Regulation 106	Laundry and hygiene facilities	3.1.1
Regulation 107	Space requirements—indoor	3.1.1
Regulation 108	Space requirements—outdoor	3.1.1
Regulation 109	Toilet and hygiene facilities	3.1.1
Regulation 110	Ventilation and natural light	3.1.1
Regulation 111	Administrative space	3.1.1
Regulation 112	Nappy change facilities	3.1.1
Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1

National Law and National Regulations		Associated element
Regulation 115	Premises designed to facilitate supervision	3.1.1
Regulation 116	Assessments of family day care residences and approved family day care venues	3.1.1
Regulation 117	Glass (additional requirement for family day care)	3.1.1
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths	<p>Preschool: The indoor learning environment has been thoughtfully planned to be easily processed by children and engaging so children can resource their own learning. Provision of light, soft furnishings, music and essential oils influence children's emotional wellbeing. Sustainable practices around cleaning and maintaining the environment have been considered. Cleaning products that are natural, made in Australia and safe for children to handle, are used. Thoughtful practices around rubbish removal, recycling food scraps, avoiding using disposable materials wherever possible and encouraging conscientious water usage are in place.</p> <p>Family Centre: The indoor space is designed and well resourced for the purpose of supporting local families and encouraging learning through play for a variety of ages. The space is designed for safe and hygienic use by 0-3 year olds. ie. Kitchens are gated correctly, bathing and nappy changing area are designed well and in good order, there is plenty of natural light available through-out the family centre space.</p>
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Key improvements sought for Quality Area 3

Improvement plan

Standard/element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Identified issue – Preschool and Family Centre	The outdoor play space in both settings is lacklustre and is not serving children's imagination, exploratory drive or autonomy. The two plastic jungle gyms in the family centre space are unnatural, uninviting and age inappropriate. They have little use for family centre aged children, and almost no use for a child under two years old.
Standard/element 3.3.1	Sustainable practices are embedded in service operations.

**Identified issue –
Preschool and
Family Centre**

Children and families are disconnected from, or unaware of the sustainable practices across the early years spaces.

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.1		An authentic, natural and engaging outdoor play space.	H	Deep investigation with families around nature play and authentic play spaces Engaging a local designer Contextual landscaping Involving community	Families are keen to contribute ideas and suggestions for the design of the outdoor environment. What is created is contextual and responsive to the community and natural environment of Ernabella.	Week 10, Term 1 Begin Term 3	* Simon from Climbing Tree Consultancy visited in Week 9, Term 2 and observed how children in Ernabella play outside. He held an informal consultation with children and families and sought ideas and contributions to a larger plan for the outdoor environments in preschool and family centre. The existing shade structure has been removed and a more functional alternative structure is being erected in week 3 of term 3.
3.3.1		An understanding of what happens and why (cleaning the facewashers, taking out the rubbish, where the water ends up etc.)	L	Involve children in the doing and the recording sustainable practices; ie. Loading the washing machine, taking the rubbish to the big bin etc. Recording this data in a visual way – stickers on a progress chart at group time.	The charts as a record of data. Possible increased interest from children and ownership of processes.	Week 8, Term 2	*Tried to implement the recording of this data in the last weeks of Term 2 but deeper conversations and explanation is needed with Narelda and Louise to work effectively.
3.3.1		Children and families gain understanding about their choices about waste and begin to make more sustainable choices.	L	Begin slowly with small aspects of our waste. Collecting our scraps to give to the science teachers chickens. Saving any cardboard/paper/ bottles/cans for reuse.	There is a significant decrease in general waste from family centre. Families and children continue sustainable practices as everyday routines.	Week 10, Term 3	*Children at Preschool accessing recycled materials for craft and construction. Conversations continue about reusing and recycling.

Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

Quality Area 4: Standards and elements

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

National Law and National Regulations underpinning Quality Area 4

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

National Law and National Regulations		Associated element
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1
Section 161	Offence to operate education and care service without nominated supervisor.	4.1.1
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	4.1.1
Section 162	Offence to operate education and care service unless responsible person is present	4.1.1
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	4.1.1
Section 164	Offence relating to assistance to family day care educators	4.1.1
Section 164A	Offence relating to the education and care of children by family day care service	4.1.1
Section 169	Offence relating to staffing arrangements	4.1.1
Section 269	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 117A	Placing a person in day-to-day charge	4.1.1
Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1
Regulation 118	Educational leader	4.1.1

National Law and National Regulations		Associated element
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1

National Law and National Regulations		Associated element
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 153	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 154	Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths

Leadership make every effort to ensure that staff ratios are met and adequate supports are in place for children at Preschool and in Family Centre. This includes a member of leadership committing to driving the school bus on the afternoon bus run, ensuring educators can access their NIT and that the operating hours of preschool are kept longer to give low attenders more opportunity to access their universal preschool entitlement.

Commitment from leadership to employ suitable AEWs for both family Centre and Preschool, this is bee in collaboration with Governing Council and PAC. The employment of 2 Anangu staff in each setting has bene strategic.

Key improvements sought for Quality Area 4

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.1.2	Continuity of educators	Certified Anangu educators working in both preschool & family centres	H	Provide opportunities for both on and off site training. Provide relevant and engaging professional learning for teaching teams (AEWS and teachers)	AEWs are acknowledged for prior learning (AnTep) Anangu leadership in EY settings and school inform, share and learn with		*Attendance of AEWs at Cert 3 training has increased. AEWs attending together is a positive factor that is continuing. *Interagency networking to provide relevant PD ie first aid certificate 004 will be offered in November for the first item on APY. CaMHS brain development training with AEWs to co-lead family session. *



4.2.1							
4.2.2	Professional standards	Staff conduct	H	Modelling of strong cultural leadership from Anangu leaders the partnership. Site leadership to provide structures for Anangu to share, resource and acknowledge strength base of each AEW	AEWs model effective Pitjantjatjara and culture learning experiences. PYEC		*Community consultation (APY)

Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

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

National Law and National Regulations underpinning Quality Area 5

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

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

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths	Children are seen as competent and relationships with children and families extend beyond preschool and family centre. Children and families are made to feel welcome and safe. Every day, each child and their parents/guardians are warmly greeted individually and children seek educators out for comfort and support. Despite a shared common language, there is a relationship of trust and safety between children and Piranpa (non-Indigenous) educators in both spaces. This is seen in and out of the preschool and family centre. Supportive, open-ended play enables children to learn emotionally and socially and play out what they might be seeing or experiencing in their lives in a safe way at preschool and at family centre. Relationships with external service providers (eg. Nganampa Health, CAHMS, NPY Women's Council, Skylight, speech pathologists, behaviour support, Hearing Australia) are valued and regular communication is sought, understanding the importance of collaboration to best support children and their families.
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Key improvements sought for Quality Area 5

Improvement plan

Standard/element 5.1.2	The dignity and rights of every child are maintained.
Identified issue – Preschool and Family Centre	To support families in their experience of family centre and preschool and maintain engagement as they move through to the early years of school, educators feel as though they need to better understand and identify the practices and pedagogies that could promote continuity of learning.
Standard/element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
Identified issue - Preschool	We have noticed that many children at Preschool find it difficult to express their emotions in safe and pro-social ways. Emotional responses to conflict and frustration are oftentimes extreme.

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.2		A better understanding of how consistent pedagogies can support the continuity of learning for children from birth through to the early years of school. Collaborative reflection about learning within the weekly early years PLC meeting.	H	Looking at shared routines, common language and how we can make practice across both spaces cohesive. Collaborative discussion between educators in our PLC and when possible, as a prior-to-school EY team.	Children and families experience a smoother and more positive transition moving from the family centre to preschool. Children feel confident and comfortable in both spaces.	Ongoing beginning Week 5, Term 2.	* The conversation in the EY PLC has shifted from a focus on bookmaking pedagogies to a broader focus on bookmaking as just one pedagogy that can support the continuity of learning across the EY spaces. Dispositions for learning have become a starting point for educators to examine the learning that they are seeing in their spaces and what that could mean for Anangu learners.
5.2.2		Children are able to share their feelings in caring ways – being a friend, being gentle and kind in the world.	H	Consistently model pro-social interactions and acknowledging but redirecting behavioural responses. Explicitly teaching feelings and responses in Pitjantjatjara and English with puppets, stories, story tables, feeling cards, characters, role plays etc. Working in the Keeping Safe: Child Protection Curriculum unit around feelings.	Children use alternative behaviour responses at preschool.	Ongoing beginning Week 5, Term 2.	*Ongoing conversation and use of pro-social language. Children are actively stopping – when prompted – and being kind! If someone is crying, children will pat them on their backs or rub their arms. In times of conflict, reiterating the way we treat each other at Ernabella Preschool has seen children take responsibility for their actions and how they affect others.

Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

Standard 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

National Law and National Regulations underpinning Quality Area 6

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

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

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths	Piranpa educators are dedicated to establishing and maintaining caring relationships with children and families in and beyond preschool and family centre, participating as Pukatja community members. The ILP process positions families and educators in a partnership about children's learning and experience of preschool. Understanding that children experience preschool and family centre in other places, educators are actively communicating with staff in other centres to support children's continuity of learning and wellbeing across the APY Lands. Strong, respectful relationships with external services, such as CAFHS, CAHMS, NPY Women's Council, Hearing Australia, Nganampa Health and Families SA, support how educators work with children in both spaces and contribute to the quality of children's experiences in and beyond preschool and family centre.
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Key improvements sought for Quality Area 6

Improvement plan

Standard/element 6.2.1	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
Identified issue – Preschool and Family Centre	How do children experience transitions within the early years spaces of family centre, preschool and the early years of school? EY educators are committed to identifying common and valuable pedagogies to support the continuity of learning for children as they move through.
Standard/element 6.2.3	The service builds relationships and engages with its community.
Identified issue – Preschool and Family Centre	Educators acknowledge the value of contributions made to the preschool and family centre programs from community members and organisations, particularly the sharing of Anangu culture and ways of knowing. Through the Nintintjaku Project partnering with Ernabella Arts, we have seen consistent, weekly contributions from community members sharing milpatjunanyi and inma experiences at preschool and in the Reception class. Our aim is to strengthen existing relationships and work with community members to ensure that these important learning opportunities become embedded contributions and do not fall away once the Nintintjaku Project runs its course.

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.2.1		A better understanding of how children's learning can be supported through the transitions they experience, from family centre to the early years of school.	M	<p>Educators in both preschool and family centre sharing information about each others' routines, rituals, programming, practice to create consistency across the prior to school spaces.</p> <p>Targeting children and families with low engagement with family centre at least six months before children are to begin preschool to encourage and plan for their transition to preschool.</p>	<p>Smoother transitions and better attendance at preschool for new three and four year olds.</p> <p>Families respond and better engagement with family centre.</p>		
6.2.3		Milpatjunanyi, inma and other practices that are meaningful to Anangu are embedded in preschool and family centre programs.	M	Through an initial consultation with community members involved in the Nintintjaku Project, establishing what they can commit to and in what ways.	Community members are keen to contribute to the	Ongoing, beginning Week 1, Term 3	

Quality Area 7: Governance and Leadership

This quality area of the *National Quality Standard* focuses on effective leadership and governance of the service to establish and maintain quality environments for children’s learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service’s continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service’s statement of philosophy.

Quality Area 7: Standards and elements

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

National Law and National Regulations underpinning Quality Area 7

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

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

National Law and National Regulations		Associated element
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1

National Law and National Regulations		Associated element
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children's attendance record to be kept by approved provider	7.1.2
Regulation 159	Children's attendance record to be kept by family day care educator	7.1.2
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2

National Law and National Regulations		Associated element
Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2

National Law and National Regulations		Associated element
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – staff members	7.1.2
Regulation 358 Victoria	Working with children check to be read	7.1.2
Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2

Quality Improvement Plan for Quality Area 7

Summary of Strengths

Strengths

A strong understanding of curriculum, pedagogies and early years legislation. Advocating for the early years within a school team. Accessing accurate information and support for ongoing professional learning. Commitment to the early years being a valued and important foundation space for learners at Ernabella Anangu School.

Key improvements sought for Quality Area 7

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

Notes