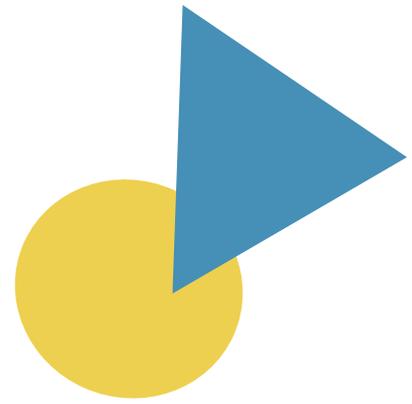




# Our Vision for Early Childhood at Edney

Early Childhood education is the foundation for lifelong learning. We believe that each child is a unique individual and should be viewed, respected and treated as such.



## Being

- Children are free to explore the environment in ways that enhance their learning opportunities
- Children are encouraged to be autonomous, independent thinkers as well as to develop collaborative skills to work with others



## Belonging

- All children will feel nurtured, respected and supported with warm positive relationships in a safe, consistent and caring environment
- We recognise and celebrate diversity and provide an inclusive program



## Becoming

- Every child is supported to reach their full potential and we cater for individual needs
- Learning environments are carefully planned to ensure that children are provided with the opportunity to engage in stimulating, meaningful experiences



# Our Beliefs about Teaching and Learning

We believe that teaching and learning must be centred on the child, each individual's unique needs, talents and interests, providing a balance of play, child-directed and teacher-facilitated activities that nurture skills, values, knowledge and understandings.

We are teaching the foundations of Literacy and Numeracy that will be built upon in later years

## Teaching

- Programs include planned, purposeful play, balanced with explicit teaching
- Teachers plan their programs so that they are engaging, provide time for practice and allow the children to take risks in a safe environment

## Assessment

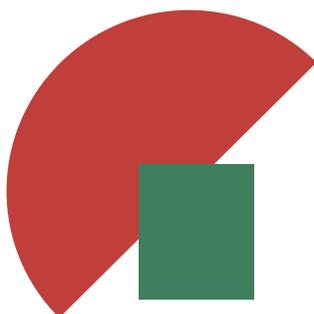
- Is fair, educative, explicit and purposeful
- Assessments in early childhood are age appropriate
- Teachers use assessment to determine what the children know and to inform their planning

## Learning

- Learning experiences reflect the children's interests, are meaningful and age appropriate, and build upon the student's prior knowledge
- Children are encouraged to learn with and through their peers
- Collaborative learning is a valued part of the program

## Curriculum

- At Edney PS we use the Early Years Learning Framework, the WA Curriculum and Kindergarten Guidelines as a basis for our programs
- Early childhood programs are planned to develop all developmental domains: Social-Emotional, Physical (fine and gross motor), Cognitive and Language
- In Early Childhood we are teaching the foundations of Literacy and Numeracy that will be built upon in later years
- The curriculum is adaptable, sequential and logical
- Teachers keep up to date with curriculum through Professional Learning



# Transitions

Each year in Term 4 there will be a range of opportunities for the children to participate in activities to assist the transition process.

- Kindergarten students for the following year will participate in an orientation process. A meeting will be run for the Kindergarten parents.
- Kindergarten students will visit Pre-primary classrooms in Week 8 and 9.
- Pre-primary students will visit Year One classrooms in Week 8 and 9.
- Pre-primary students will eat their lunch in the undercover area several times during the last few weeks of the term.
- Teachers recognise the skills that are necessary for students to develop in order to continue their learning in later years. With this in mind, teachers will put in place handover and transition plans to ensure smooth movement at key transition stages.
- Fine motor programs are in place to help develop children's use of implements (pencils/scissors etc).
- Literacy and Numeracy programs as outlined in the school's plans and the Western Australian Curriculum are in place in all Early Childhood Classrooms.
- Age-appropriate independence skills are fostered in our teaching and learning programs.

At Edney PS we believe it is important to support the children as they transition through the Early Childhood phase of the school.





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EDNEY  
PRIMARY SCHOOL

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# Curriculum and Assessment

## Educational Program and Practice

Our Early Childhood Curriculum is about balance. A balance between play and explicit instruction. Between student interests and needs and prescribed content and curriculum, and between and among learning areas and developmental domains. This balance is fluid, and varies from Kindergarten through to Year 2. The balance is achieved by skilled teachers and staff having the necessary skills and knowledge to make professional judgements to provide a curriculum that is dynamic, responsive to the needs of students, and enables them to achieve success.

Our Early Childhood Curriculum integrates all Learning Areas through experiences focused on the whole child

### Guiding Documents

The Early Childhood Curriculum at Edney Primary School is an integration of the following documents:

- The Early Years Learning Framework
- Western Australian Curriculum
- Western Australian Kindergarten Guidelines
- Western Australian School Curriculum and Standards Authority exemplars and resources

### Literacy

The Edney Primary School Literacy Plan guides all classroom practice across the school.

In Early Childhood, we also integrate Diana Rigg resources into agreed school resources to:

- Support phonemic awareness understanding
- Develop sounds knowledge in sequence
- Develop sight word recognition (and later, spelling) in sequence
- The Soundwaves spelling program is used across the school from Pre-primary to Year 6. In Pre-primary and Year One, this program is supplemented by Diana Rigg resources and active, developmental play and explicit instruction

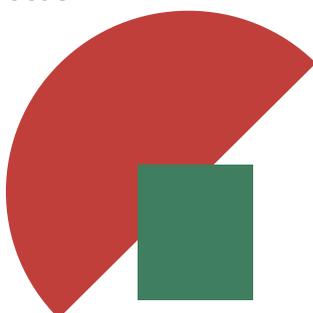
### Numeracy

The Edney Primary School Mathematics Plan guides classroom practice across the school.

- The Origo Stepping Stones program is used in all classrooms from Pre-primary to Year 6
- In all classes, there is a focus on development of the underlying skills, and opportunity to play, explore, develop and practice skills in number, space and measurement appropriate to the level of development of the students

### Teaching Strategies

- Kindergarten and Pre-primary classes use small group rotations for Literacy and Numeracy blocks, providing a mixture of whole group, small group and individual instruction, in both formal and informal activities
- All Primary classrooms structure Literacy and Numeracy Blocks as per the school plans
- Wherever possible, teachers use a “hands on” approach to learning, using concrete resources
- Students are supported and equipped to take more responsibility for their learning through explicit instruction: I Do, You Do, We Do
- Warm-ups, drills, introductions and plenary / conclusion sessions are vital to preview and review the learning in each session



# Assessment

Assessment practices need to be appropriate for the level of development of each child and link developmental perspectives with the achievement of key outcomes.

## Whole School Assessment - Mandatory

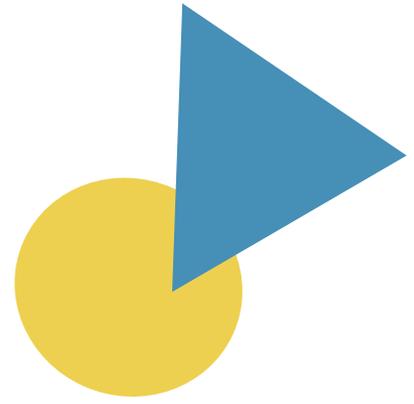
- On Entry Assessment for all Pre-primary students conducted in Term One each year
- Benchmarking Reading Assessments for all students Pre-primary to Year 6 conducted at least once annually
- Soundwaves and Stepping Stones placement tests conducted in Term One for Primary students as needed
- Narrative Writing Assessment for all students Pre-primary to Year 6
- Stepping Stones Quarterly Tests completed at the end of each set of modules

## Classroom Assessment - Teacher Selected

- Diana Rigg pre-literacy and Early Literacy screening tools for Kindergarten - Year 2 students
- Screening tools such as Screen of Communication Skills (SOCS)
- Sound and sight word assessments and checklists
- Moderation activities between teachers on agreed work samples / outcomes
- Teacher-developed checklists, rubrics and assessments to support teacher judgements

## Reporting

- Formal reports are prepared and issued for all students at the conclusion of each semester
- Kindergarten reports use a school-based template reflecting the WA Curriculum Guidelines
- Pre-primary to Year 6 students receive reports prepared using the Department of Education mandated format
- Kindergarten and Pre-primary students will have a work sample folder which is maintained and sent home with the Semester Reports. This is not a 'display' portfolio, but a collection of student work which demonstrates their development throughout the course of the year
- The school will make available opportunities for Early Childhood staff to have parent interviews to support the reporting process
- Teachers maintain open communication and availability throughout the year to discuss progress and achievement with parents



Our Assessment practices link our developmental perspective with the achievement of key outcomes



# Intervention and Support

## Supporting students

### Good Practice

Daily Practice  
ALL  
STUDENTS

- General Classroom Practice and Progress Monitoring
- Collection and analysis of work samples
- Observations
- Interviews
- Check-lists
- In-class assessments
- Screening tools
- Problem exploration
- Collaboration with parents
- Collaboration with staff

### Concerns Raised

Concerns  
for individual  
student

- Define problem
- Seek more information to plan change in strategies
- Focused / Specific Testing
- Structured observations and interviews
- Diagnostic tests
- Standardised norm referenced tests
- Criterion referenced tests
- Specialised focused tests e.g. language or fine motor
- Other

### Take Action

INDIVIDUAL  
In class  
Intervention

- Appraise all information, take educational action
- Refer to Child Development Services
- Implement Individual Education Plan
- Monitor and document response to intervention

### Concerns Remain

Referral to  
Specialists

Make appointment with LSC to discuss referral:

- Specialised Assessment
- Psychological
- Medical
- Paediatric
- Speech pathology

### Refine Support

Combined,  
targeted  
support

- Case Conference scheduled
- Action Planning
- Referrals
- Appraise all information, general and specific, take educational action: adjust and implement IEP
- Monitor and assess
- Follow-up meeting
- Document response to intervention

We have a collaborative approach to identifying and addressing all children's needs and promoting optimum learning outcomes.

### What does work

- Early intervention and assistance
- A sense of purpose / goal
- A structured program and environment
- Explicit teaching
- Matching tasks to the learner
- Task analysis
- Clear modeling and demonstrations by the teacher at each new step of the lesson
- Multi-sensory techniques
- Teaching to strengths and remediating weaknesses where appropriate
- Visual and auditory cueing
- Opportunities to actively use skills that have been taught
- Constructive, supportive, exciting classroom experiences

### What does not work

- More of the same
- Extra attention without an educational focus
- Psychotherapy alone without an educational focus
- Only nutritional or dietary control
- Being left to 'grow out of it'
- Training only in visual or auditory perception and not within written language itself
- Repeating a school year level

# Educational Program and Practice

## Quality Area 1

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



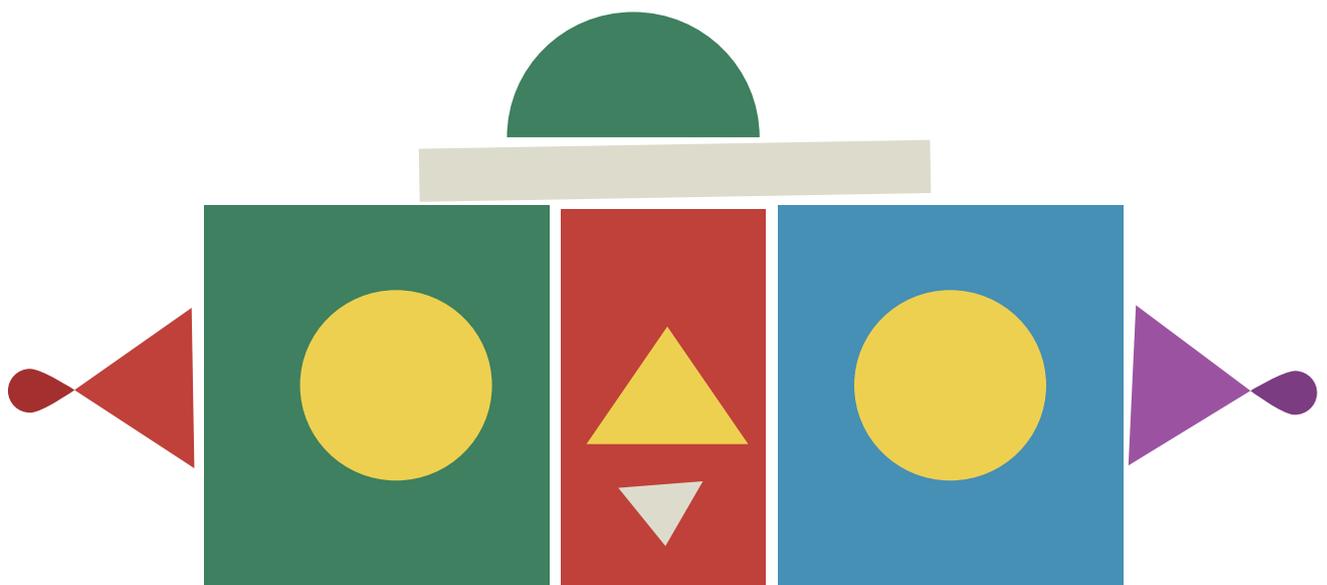
## Improvements for Quality Area 1

Improvement	Strategies	Resources	Timeline	Evaluation
<b>Teaching and Learning</b>				
For teachers to develop their use of intentional teaching and play-based experiences that are challenging and foster high-level thinking skills	Professional judgement to balance play and explicit teaching  Working collaboratively to share practice	Collaborative planning time to be scheduled into the school timetable where possible	Reviewed each semester	Staff reflection and peer observation feedback  Student survey / feedback
For teachers to respond to children's ideas and use these in their planning	Fostering the student voice, using interest inventories, class brainstorm and student feedback	Professional Learning as identified by staff	Ongoing	Evidence of the student voice in classrooms – learning logs, anecdotal records and feedback
For teachers to work with the children to set goals and document and reflect on their learning	Making outcomes and learning intentions explicit and clear to students	Peer observation / classroom and school visits	Ongoing	
For teachers to promote and develop children's independence and agency by teaching and modeling strategies to make informed choices	Teacher think-alouds, social stories, modeling and role plays.			
<b>Classroom Management</b>				
For teachers to develop consistent routines and implement a visual timetable for children to refer to	Creation and discussion and display of visual timetables in all classrooms and reference to the timetable throughout the day	Laminating, production and examples provided  Assistant time	Annually	Classroom observation and feedback.
<b>Working with Parents and Community</b>				
For teachers to provide meaningful information about learning programs for parents	Classes to provide regular updates, at least once per term through a class newsletter, DOJO or similar means	Professional learning	Each term	Parent survey feedback
For teachers to be available for parent interviews/conferences	Teachers to communicate availability to parents	Administrative support for scheduling meetings and communicating with parents	As needed	Interview record sheets and reflections  Increase in parent attendance at events and classroom help
For the school to encourage and support the involvement of parents in school	School to develop and communicate guidelines for working with the school	School guidelines developed and published	By end of 2016	Increased confidence in staff for implementing cultural awareness across the curriculum and in working with the community
For staff to further develop their cultural competence through relevant professional learning	Identify and provide relevant professional learning for all staff.	Release time made available to accommodate parent meetings where possible	Ongoing	

# Children's Health and Safety

## Quality Area 2

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



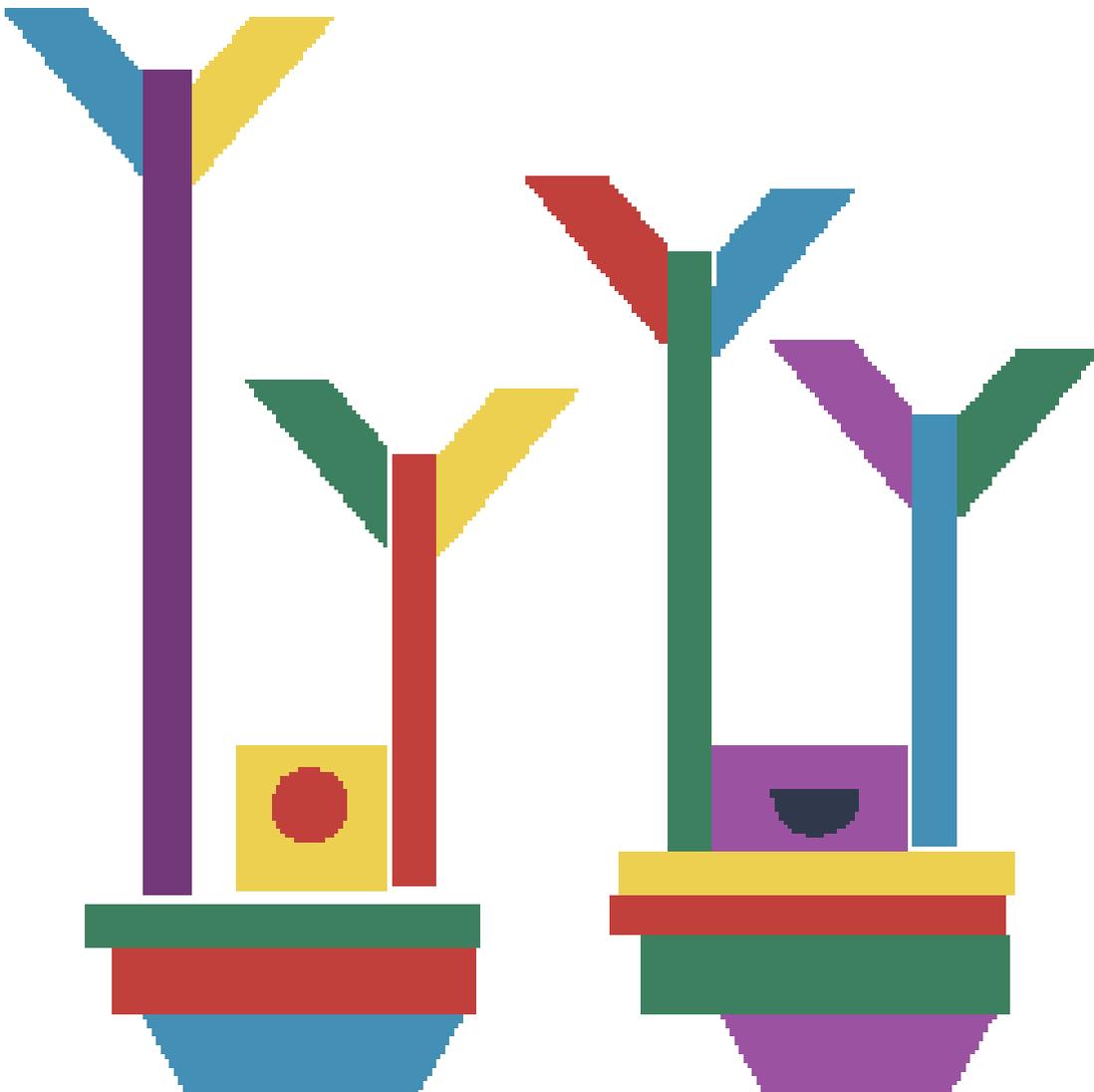
## Improvements for Quality Area 2

Improvement	Strategies	Resources	Timeline	Evaluation
<b>Health, Hygiene and First Aid</b>				
For the school to look at First Aid practices, developing guidelines for administration of minor first aid	Development of school policy on First Aid practices, roles and responsibilities including guidelines	School policy  First aid funding for each Block to have basic supplies and storage	By end of 2016	Monitoring of stock, usage patterns and feedback from staff  Staff feedback
For staff to develop a health and hygiene policy, including hygiene and cleaning routines	Early Childhood staff to develop a health and hygiene policy, in consultation with the School Health Nurse	School Health Nurse	ASAP	Observation and health assessment  Register of trained staff
For staff to implement and explicitly teach consistent hygiene routines	Health and Hygiene practices explicitly and incidentally incorporated into teaching and learning programs	Provision of handwashing facilities and supplies  Handouts developed		By 2017
For more staff to be trained in First Aid	School to provide guidelines for management of common infectious diseases to parents and staff.	First Aid training funded by the school for staff	On request	
<b>Child Wellbeing</b>				
For the school to develop and provide quiet areas around the school / playground and in the classroom, for children to rest / relax	Staff and students to identify areas for rest and relaxation and schedule time and guidelines for use  Provision of specialist physical education instruction for students	Funding for equipment / signage / painting as appropriate  Development of scope and sequence for Early Childhood fine and gross motor development	By 2018  By 2018	Student and staff feedback and reflection  Staff observation and learning area achievement
For teachers to develop and implement fine and gross motor activities for children including Year 1 and Year 2	All staff to maintain and refresh Child Protection and Protective Behaviours Professional Learning	Professional Learning for staff	Ongoing	Monitor and recording of staff completion of training
For the school to ensure that all staff members are aware of their obligations under child protection law				

# Physical Environment

## Quality Area 3

- 3.1 The design and location of the premises is appropriate for the operation of a service.
  - 3.1.1 Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
  - 3.1.2 Premises, furniture and equipment are safe, clean and well-maintained.
  - 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.
- 3.2 The environment is inclusive, promotes competence, independent exploration and learning through play.
  - 3.2.1 Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
  - 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.
- 3.3 The service takes an active role in caring for its environment and contributes to a sustainable future.
  - 3.3.1 Sustainable practices are embedded in service operations.
  - 3.3.2 Children are supported to become environmentally responsible and show respect for the environment.



## Improvements for Quality Area 3

Improvement	Strategies	Resources	Timeline	Evaluation
<b>Indoor Environment</b>				
For the school to provide appropriate chairs in Year 1 and Year 2	School to determine appropriate size and source and provide furniture	Fund replacement furniture for all Year 1/2 students	By 2017	Appropriate chairs provided in Year 1 and Year 2
For the school to purchase more cooking equipment and look at ways to organize / store equipment	Cooking equipment packs to be purchased based on staff-identified needs and stored in central activity areas	Fund cooking equipment. Release staff to purchase and organise	By 2017	Cooking equipment provided, stored neatly and accessed by classes
For staff to organize and maintain the indoor storage areas	Staff develop shared responsibility for maintenance and neat and safe storage of all resources		Ongoing	Indoor storage areas maintained in a neat and orderly manner
<b>Outdoor Environment</b>				
For the school to develop some Nature Play areas for children	School to work in partnership with P&C and sponsors to provide and expand on Natureplay opportunities within the school	School funding from Playground Equipment Reserve for Natureplay, outdoor furniture, signage / painting, and play crates such as Dress-Ups, Construction, Sand Pit Toys	Commence 2016 and fund further stages as possible	Nature Play Areas installed. Student, staff and parent feedback.
For staff to check the outdoor environment regularly	Outdoor environment spot-checked daily when equipment is placed			Audit and feedback on student use of equipment and staff observations
For the school to provide benches for the children to sit and for use for quiet times and for eating recess	Investigate outdoor furniture and placement in consultation with students and staff	Student leaders to coordinate storage and placement of equipment	By 2017	Observation and student / staff feedback on play
For the school to provide sandpit toys and equipment for the Year 1/2 sandpit and organize a system for taking the equipment to the sandpit each day	Develop and purchase outdoor play crates for use in the Primary School			Outdoor storage areas maintained in a neat and orderly manner
For staff to organise and maintain the outdoor storage areas	Staff develop shared responsibility for maintenance and storage of equipment in a neat and safe manner		Ongoing	
<b>Inclusive Practices</b>				
For teachers to notify Special Needs EAs when programs change or special programs are being run (e.g. Special PE days)	Weekly plans made available and shared with staff to develop appropriate inclusion practices. Major events timetabled with advance notice	School timetables and planners made available well in advance	Ongoing	Improved communication and effective inclusive practices
For the staff to investigate ways of making the playgrounds more accessible and inclusive for students with special needs	Early Childhood team to work with outside professionals to develop adaptations and modifications to make equipment suitable for access	Schedule of meeting time with EA during planning time, with release time to discuss and effectively plan for the week ahead	From 2017, timetabled weekly As needed	Staff, parent and student feedback
<b>Sustainability</b>				
For the school to develop a sustainability strategy, which embeds sustainable practices and environmental responsibility in programs	School and Sustainability Committee to work to develop a whole-school strategy.	School to support development of the plan with the Sustainability Committee	By end of 2016	School meeting its Sustainability targets detailed in the Sustainability plan
For teachers to utilise the vegetable gardens	Fence to be moved to make vegetable gardens accessible from the Early Childhood area.	Funding for fence from the school reserves	2016 Ongoing	Increase in use of the Vegetable Gardens

# Staffing Arrangements

## Quality Area 4

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



## Improvements for Quality Area 4

Improvement	Strategies	Resources	Timeline	Evaluation
<b>Staff Development and Support</b>				
For the school to provide time for staff to collaborate and support each other	Timetabling and rostering to take account of providing collaborative and planning time for teams of teachers	Support for common DOTT, limited additional DOTT and shared planning days as negotiated with Line Managers	Each semester	Staff feedback and reflection
For the school to develop a culture of mentoring / coaching	School to support mentoring, coaching and peer observation	Professional Learning and DOTT support for peer development	Ongoing	Improvement in connectedness across the Early Childhood Phase
Sharing on the shared drive various resources that are made	Professional learning and support provided to develop a team approach	Establishment and maintenance of Connect Community	From 2016	Increase in access to peer observation opportunities
	Resources shared through collaborative meetings, Network meetings, and Connect Community	Release time for staff to place resources on Connect	As requested	Increased use of the Connect Community
	Professional Learning supporting Early Childhood and school priorities is supported and available equitably to all staff	Funding for registration and relief for relevant professional learning	On request	Improved function of the Darling Range Learning Community Early Childhood Group

# Relationships with Children

## Quality Area 5

- 5.1 Respectful and equitable relationships are developed and maintained with each child.
  - 5.1.1 Interactions with each child are warm, responsive and build trusting relationships.
  - 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.
  - 5.1.3 Each child is supported to feel secure, confident and included.
- 5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.
  - 5.2.1 Each child is supported to work with, learn from and help others through collaborative learning opportunities.
  - 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.
  - 5.2.3 The dignity and rights of every child are maintained at all times.



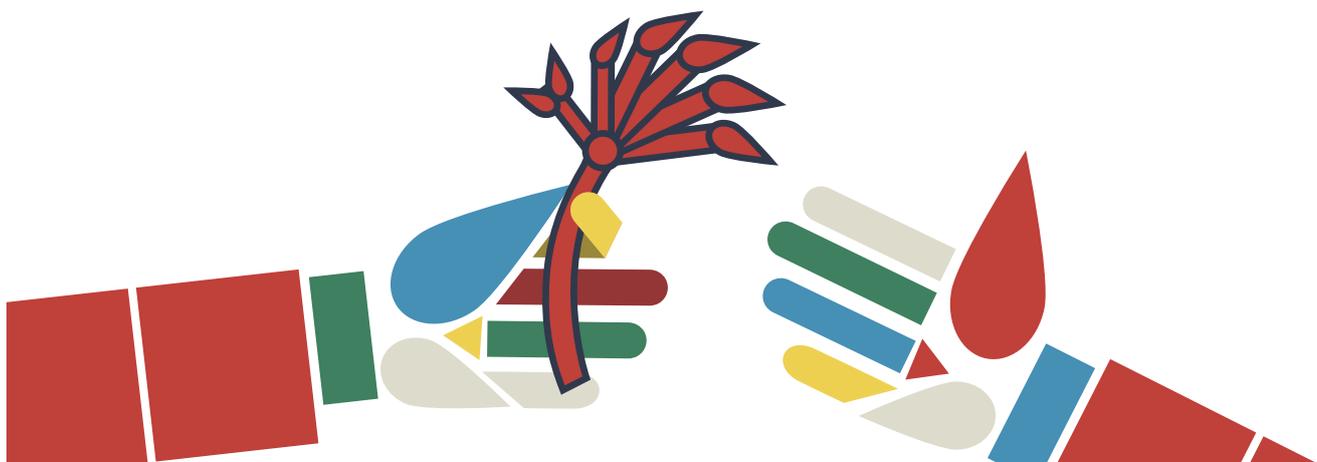
## Improvements for Quality Area 5

Improvement	Strategies	Resources	Timeline	Evaluation
<b>Relationships with Children</b>				
<p>For teachers to engage with each student individually at least once per day</p> <p>Look at ways to improve recess/lunchtime</p>	<p>Sharing of strategies to ensure each child receives individual attention</p> <p>Investigation of further resources and opportunities to expand play experiences in the Primary School</p>	<p>Early Childhood Team Meetings</p> <p>Funding from school playground equipment reserves</p>	<p>Twice per term</p> <p>As identified upon Finance Approval</p>	<p>Staff feedback and observation</p> <p>Student behavior data and interest survey</p>
<b>Relationships Between Children</b>				
<p>For teachers to utilise "Friendship" classes to collaborate between classes including collaborative projects</p> <p>For teachers to use peer scaffolding in their classroom as a strategy</p> <p>For staff to be trained in cooperative learning strategies</p> <p>For staff to explicitly teach values and awareness of the rights and needs of others</p>	<p>Sharing of topics, excursions and special projects through team planning and staff collaboration</p> <p>Identify and support students to develop confidence and skill in providing assistance</p> <p>Provision of Cooperative Learning Strategies professional learning for all staff</p> <p>Use of social stories, development of class and school expectations with student and staff input</p>	<p>Collaborative planning time</p> <p>Professional Learning as appropriate</p> <p>Cooperative Learning Professional Development</p>	<p>Ongoing</p> <p>On request</p> <p>2017 and as needed</p>	<p>Staff feedback and observation</p> <p>Cooperative Learning Strategies embedded in practice</p>

# Collaborative Partnerships

## Quality Area 6

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



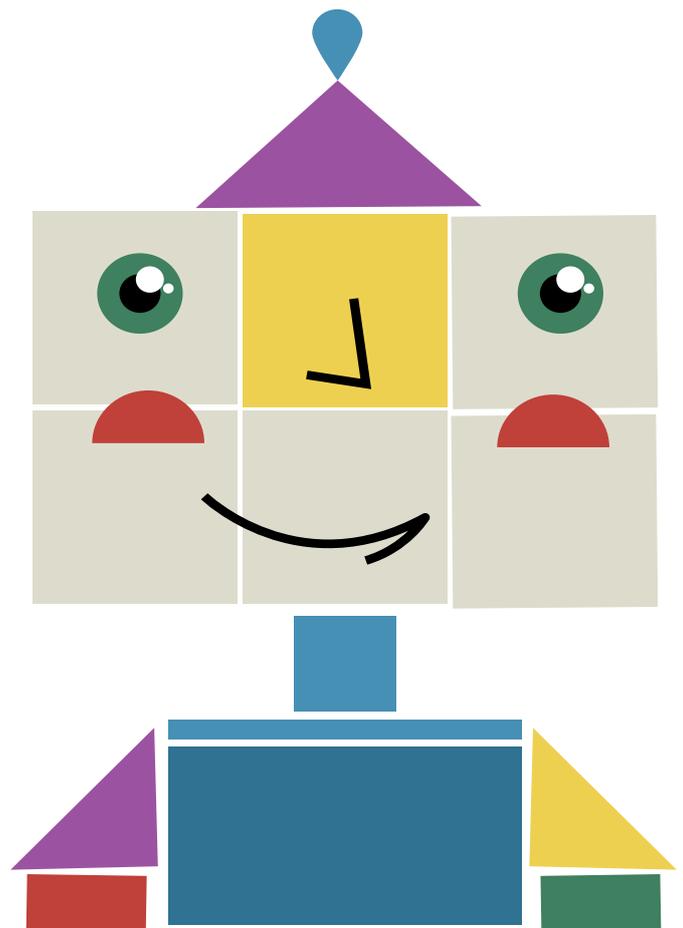
## Improvements for Quality Area 6

Improvement	Strategies	Resources	Timeline	Evaluation
<b>Relationships with Families</b>				
<p>Investigate strategies to increase parent and community involvement in the school</p> <p>School/staff to provide information for parents regarding other organisations</p>	<p>Make use of the school's communication tools to inform and engage parents</p> <p>Maintain notice boards, rosters, special events and opportunities for parent/carer involvement</p> <p>Develop partnerships with parenting / health and other care organisations and make this information available to parents</p>	<p>Website, App and Newsletter</p> <p>Notice Boards supplied</p> <p>Release time for meetings and development of formal agreements with partner organisations</p> <p>Staff to lead Expos and special interest information sessions with time provided for preparation and delivery</p>	<p>Ongoing</p> <p>As needed</p> <p>On request</p> <p>From 2017</p>	<p>Increase in parent attendance at events, classroom activities</p> <p>Parent survey data</p> <p>Informal feedback and observation</p>
<b>Transitions and Collaboration with Other Services</b>				
<p>Improve the orientation process for new students including Kindergarten students</p> <p>P&amp;C Minutes made available to staff. More staff encouraged to attend P&amp;C meetings</p> <p>For staff to improve the communication between school and daycare providers – particularly in Kindergarten and Pre-primary</p> <p>Improved communication with SAER / LSC</p>	<p>Further expand the orientation, transition and handover processes for students, parents and staff</p> <p>P&amp;C Minutes to be placed in the School Connect Community for all staff to access</p> <p>Develop partnership with providers and develop school/daycare Memorandum of Understanding outlining roles and responsibilities</p> <p>Contribute to development of school SAER policy to articulate expectations and processes for interacting with the LSC</p>	<p>Provide release time for staff to develop the transition process</p> <p>Placement of P&amp;C and School Board Minutes in the School Connect Community</p> <p>Release time and support for meetings with partner organisations</p> <p>Release time for meetings with LSC</p>	<p>From 2016</p> <p>As requested</p> <p>On request</p> <p>From 2016</p>	<p>Staff feedback and observation</p> <p>Access to the Connect Community</p> <p>Improvement to the SAER process and streamlining referral and support process</p>

# Leadership and Service Management

## Quality Area 7

- 7.1 Effective leadership promotes a positive organisational culture and builds a professional learning community.
  - 7.1.1 Appropriate governance arrangements are in place to manage the service.
  - 7.1.2 The induction of educators, coordinators and staff members is comprehensive.
  - 7.1.3 Every effort is made to promote continuity of educators and coordinators at the service.
  - 7.1.4 Provision is made to ensure a suitable qualified and experienced educator or coordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
  - 7.1.5 Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
- 7.2 There is a commitment to continuous improvement.
  - 7.2.1 A statement of philosophy is developed and guides all aspects of the services operations.
  - 7.2.2 The performance of educators, coordinators and staff members is evaluated and individual development plans are in place to support performance.
  - 7.2.3 An effective self-assessment and quality improvement process is in place.
- 7.3 Administrative systems enable the effective management of a quality service.
  - 7.3.1 Records and information are stored appropriately to ensure confidentiality, are made available from the service and are maintained in accordance with legislative requirements.
  - 7.3.2 Administrative systems are established and maintained to ensure the effective operation of the service.
  - 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.
  - 7.3.4 Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
  - 7.3.5 Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.



## Improvements for Quality Area 7

Improvement	Strategies	Resources	Timeline	Evaluation
<b>Leadership and Management</b>				
Comprehensive induction and mentoring for new staff and graduate teachers	Development of induction program to complement the school process, specific to Early Childhood	Identification of lead mentors and support people with appropriate release time to develop and conduct induction	From 2017	New staff survey and reflection
Teachers to visit other rooms as part of their professional learning	Peer observation to be built into school practices	DOTT repayment for peer observation	ASAP	Peer observation uptake, feedback and reflection
To improve the performance management process – including follow-up meetings	Staff and line managers to negotiate and schedule follow-up and support to achieve agreed goals	Clarification of Performance Management policy and process and provision of support resources as agreed	From 2017	Staff feedback on performance management process
For the learning area committees to share the minutes of meetings with all staff	Learning Area Committee meeting minutes to be posted in the School Connect Community	Placement of Minutes of Meetings in Connect Community	From 2016	Accessing the Connect Community for Learning Area Meeting Minutes
For a process to be developed in order for staff to ensure/know which parents have signed the confidential declarations	Confidential Declarations to be noted on SIS and student profiles, with lists provided to class teachers	Administrative support to obtain, record and communicate Confidential Declarations	From 2017, updated each Term	Staff feedback on Confidential Declaration recording process
For staff to improve their use and understanding of the Early Years Learning Framework (EYLF)	Development through Early Childhood Team Meetings, Darling Range Learning Community and relevant professional learning	Professional Learning as identified	On request	Staff confidence and expertise in implementing the EYLF

