



# 2018 Quality Improvement Plan

Informed by 2018 National Quality Standard

FINAL 20 March 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

<b>Service name</b>		<b>Service approval number</b>	
Woodcroft Heights Children's Centre		SE-0001L134	
<b>Primary contacts at service</b>			
<b>Marian Nayda (Director)</b>			
<b>Physical location of service</b>		<b>Physical location contact details</b>	
Street	<b>25 Investigator Drive</b>	Telephone	<b>(08) 8381 8005</b>
Suburb	<b>Woodcroft</b>	Mobile	
State/territory	<b>South Australia</b>	Fax	<b>(08) 8387 4791</b>
Postcode	<b>5162</b>	Email	<b>dl.3625.leaders@schools.sa.edu.au</b>
<b>Approved Provider</b>		<b>Nominated Supervisor</b>	
Primary contact	DECD	Name	<b>Marian Nayda</b>
Telephone	8226 1000	Telephone	<b>(08) 8381 8005</b>
Mobile		Mobile	
Fax		Fax	<b>(08) 8387 4791</b>
Email	<b>AnnMarie.Hayes2@sa.gov.au</b>	Email	<b>dl.3625.leaders@schools.sa.edu.au</b>
<b>Postal address (if different to physical location of service)</b>			
Street		State/territory	
Suburb		Postcode	

## Operating hours

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

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.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8:50	8:50	8:50	8:50	8:50		
Closing time	15:00	15:00	15:00	15:00	15:00		

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

Parking is available in the centre carpark in front of the centre and on the streets around the centre.

Our preschool and Occasional Care programs operate only during school terms: Term 1 2018, 29<sup>th</sup> January – 13<sup>th</sup> April; Term 2, 2018: 30<sup>th</sup> April – 6<sup>th</sup> July; Term 3 2018, 23<sup>rd</sup> July – 28<sup>th</sup> September; Term 4 2018, 15<sup>th</sup> October – 14<sup>th</sup> December. Some community programs facilitated by partner agencies (eg CAFHS) operate throughout the year.

Four pupil free days will be held during the year.

How are the children grouped at your service?

Children are grouped into Occasional Care and Preschool groups.

Children who are enrolled in preschool sessions attend for 2 ½ days per week during school terms. One group of children attend for full days on Mondays and Tuesdays and half days on Wednesday afternoons. A second group of preschool children attend for half days on Wednesday mornings and for full days on Thursdays and Fridays.

Five sessions of Occasional Care are held each week for children from 2-5 years of age. One session for children under 2 years of age is held each week. Each Occasional Care session is 3 hours in duration. Children attending Occasional Care sessions generally attend for one session per fortnight for a (school) term at a time. Occasional Care sessions are held in parallel with Preschool sessions and children attending Occasional Care sessions interact freely with preschool children for most of the time that they are present.

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

Nominated Supervisor, Marian Nayda

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

### OUR VISION

We are a welcoming, innovative and inclusive service where young children, families and community members wonder, explore, create and develop knowledge and skills so that children reach their full potential in learning, health and wellbeing.

### OUR PURPOSE

Our purpose is to support positive lifelong learning and wellbeing outcomes for children through, leading and delivering accessible high quality integrated health, education and family services which are derived from community needs, are built upon genuine family and community partnerships and are delivered in a welcoming, happy and safe environment which has children at the centre of all policies, practices and processes.

### OUR PHILOSOPHY

#### **In relation to children we believe that :**

Each child is unique and brings with them knowledge and life experiences as an active citizen in different family and community contexts

Each child is a competent learner with personal strengths

All children have a right to equity of access to services and an environment free of discrimination.

#### **In relation to children's learning and wellbeing we believe that:**

Children have a right to play as a process and context for learning

Children's learning is holistic and is best supported in a constructivist learning environment which builds on the knowledge and experiences of children, and allows time for extended exploration and problem solving

Children's emotional development and learning dispositions, such as curiosity, resilience and optimism are important attributes for achieving optimal lifelong outcomes

Children have a right to safe, healthy environments which encourage engagement in learning, provide challenge, promote self worth and initiative and show respect for the contributions they bring

Children have a right to be happy and have fun

A continuous cycle of planning, implementation, reflection and review must inform program development.

#### **In relation to families we believe that:**

Families are a child's first and most influential educators

Each family is unique and that differing family customs, structures, beliefs and cultures are worthy of understanding and respect

Positive relationships with families which promote open communication and mutual trust support children's learning and wellbeing

Building learning communities which recognise and utilise the strengths and competencies of families promotes genuine partnerships and positive learning and wellbeing outcomes for individual

and the community as a whole.

**In relation to community we believe that:**

We have a responsibility to develop knowledge of the context of our local community as this is critical to the development of responsive programs and services

Building positive partnerships and connections between professionals, community members, families and children supports the delivery of integrated services to benefit children and families

A 'no wrong door' approach to our service delivery supports children's right to access to services

Continuously seeking to build and enhance the capacity of the whole community is important to maximising learning and wellbeing outcomes for children.

**In relation to colleagues we believe that:**

All staff have a responsibility to build collaborative relationships through fostering open communication, a culture of respect, support and professionalism

Continual reflection, sharing of knowledge, experience and resources to build capacity of all service providers are critical to maximising opportunities for children

Taking time to celebrate, have fun and recognise achievements builds strong healthy teams to optimise service delivery.

**In relation to professionalism we believe that:**

All members of the community have a right to experience a welcoming environment in which staff interact with all in a positive ethical manner, present with a professional personal appearance, respect confidentiality, and demonstrate reliability

Organisational and our centre goals and policies should drive and be evident in our day to day practice

Grievances should be accepted and acted upon

Advocacy for high quality universally available early childhood programs and child friendly environments is a part of the role of our professional staff team.

**In relation to Professional Learning and Development we believe that:**

Building new knowledge and capacity amongst our whole community is at the heart of strengthening our service delivery and developing innovative practices to improve outcomes for children

Our staff team must demonstrate a commitment to expanding their knowledge and skills, participating in research, embracing and acting upon new learning and contributing to the expansion of knowledge amongst the broader early childhood community

All research and professional development must be undertaken in an ethical manner.

## Quality Area 1: Educational program and practice

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

### Quality Area 1: Standards and elements

<b>Standard 1.1</b>	<b>The educational program enhances each child's learning and development.</b>	
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.
<b>Standard 1.2</b>	<b>Educators facilitate and extend each child's learning and development.</b>	
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.
<b>Standard 1.3</b>	<b>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</b>	
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.

<b>NQS QUALITY AREA 1: 2018 Improvement Priorities</b>				
<b>Where do we want to be? Strategic Directions</b>	<b>Where are we now? Evidence</b>	<b>How will we get there? Strategic Actions</b>	<b>How will we know? Success Measures</b>	<b>When</b>
<p><u>QA 1.2 Practice</u></p> <p>EYLF Outcome 5 – Children are effective communicators – children begin to understand how symbols and pattern systems work and EYLF 'Practice'</p> <p>1.2.1 Intentional Teaching</p>	<p>Structures and processes are highly developed to support high level outcomes</p> <p>Staff regularly reflect on current practice and children's learning orally and in written reports at staff meetings, documentation recorded in a staff reflection book</p> <p>Teachers undertake termly reviews of children's progress and needs</p> <p>Targeted reporting and curriculum planning encompasses multiple data sets</p>	<p>Teacher and Director to attend Simon Breakspear and DECD LDAM PD sessions to promote effective planning and monitoring (continuous improvement)</p> <p>Staff to plan, implement and review targeted learning experiences underpinned by DECD Indicators of Preschool Numeracy and Literacy</p>	<p>Staff have attended PD and have designed, implemented and evaluated learning experiences based on new learning and shared outcomes with staff team/Partnership/system</p> <p>Staff capacity to design learning experiences that promote 'intellectual stretch' and monitor outcomes has continued to develop. 'Audit' discussions at staff meetings will be used to monitor staff capacity</p>	<p>Commence term 1, complete term 4</p>

<p>1.2.2 Responsive teaching and scaffolding</p>	<p>Structures and processes promote high level outcomes. Children are supported to engage in high level thinking through problem solving, individual and shared discussions and questioning. Staff meeting reports and discussions, documentation(learning stories, photos &amp; anecdotes,</p>	<p>Targeted experiences that promote literacy development will be implemented across the centre. A focus on development of vocabulary will be implemented for all children in targeted experiences (eg excursions). The centre Speech Pathologist will provide professional development for all staff to promote continuing development of understanding and skills. The Speech Pathologist will also provide information for all parents to promote literacy development (eg Talking Tips). A Patch Theatre production (Cranky Bear), Dancify series will be used to promote understandings of patterns and rhyme and rhythm for all children.</p> <p>Staff to focus on use of open ended questions, interaction and feedback to promote intellectual stretch and 'high order learning' An 'audit' of questioning prompts used in 2017 will be undertaken and refined as needed to promote intellectual stretch New questions will be</p>	<p>Continuous improvement in planning and monitoring literacy development across the centre is recorded based on DECD Indicators</p> <p>Staff have continued to build skills in the use of open ended questioning and articulate their understandings at staff meetings</p>	<p>Commence term 1, complete term 4</p> <p>Commence term 2, complete term 4</p>
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	information from parents and specialist providers are used as a basis for scaffolding of children's learning	developed based on targeted learning experiences/'audit' results and compared to questions posed in 2017 to measure growth		
<u>QA 1.3 Assessment and Planning</u> EYLF – Practice 1.3.2 Critical Reflection	Staff meetings, targeted PD, daily reflections, anecdotal conversations, information from parents and specialist providers, information from children, and professional development inform this outcome	Build on work of Partnership trial data collection tool to strengthen processes of moderation and monitoring of children's development in numeracy  Introduce use of data collection tool for literacy  Partnership data collection tools that record children's wellbeing and engagement with the curriculum offered will be used to reflect on children's development. Staff will participate in Professional Learning Communities to moderate judgements made using data collection tools.	Staff meetings are scheduled throughout the year to utilise Partnership tools to moderate and monitor children's development and outcomes are shared as part of Partnership data collection processes  Teachers have utilised DECD Literacy Indicators to monitor children's development  Staff had participated in Professional Learning. Data has been collected and reflected upon	Complete term 4  Term 1 and Term 4  Term 1, 3 and Term 4

		Record children's participation in formal group time in a targeted strategic way as part of term 1 & 4 termly reporting to measure growth	Data has been collected and has informed planning and reporting for children	Term 1 and Term 4
<u>QA 1.2 Practice</u>  EYLF Outcome 5 – Children are effective communicators – Children express ideas and make meaning using a range of media  1.2.1 Intentional Teaching	A range of media are currently used intentionally to support children's learning. Desktop computers, an electronic whiteboard and use of the internet are used across the curriculum. Ipads have been introduced as an additional learning tool	Staff will explore and introduce an expanded range of 'ipad Apps' to promote children's numeracy and literacy learning.	Staff have sourced and confidently used ipads to support children's learning and are able to articulate skills children have demonstrated	Term 1 -Term 4

## 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.
<b>Standard 2.2</b>	<b>Each child is protected.</b>	
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.

## NQS QUALITY AREA 2: 2018 Improvement Priorities

<p><u>QA2.1 Health</u></p> <p>EYLF Outcome 3 – Children have a Strong Sense of Wellbeing Children take increasing responsibility for their own health and physical wellbeing</p> <p>2.1.3 Healthy Lifestyle</p>	<p>Physical activity is embedded in the regular program and caters for different interests and abilities</p> <p>Healthy eating is promoted in policy and curriculum</p> <p>Information provided to parents in newsletters, centre displays and information packs promotes healthy eating</p> <p>Water is promoted as a healthy drink</p> <p>Water is available at all times</p> <p>Children's allergies and</p>	<p>Staff will promote healthy eating through 'vegetable gardening' and associated learning experiences</p> <p>Physical activity and development of fundamental movement skills will be promoted through excursions (Robertson Reserve, Road Safety School) visiting presenters (LAP, Dancify) and a family 'Commonwealth Games a thon)</p>	<p>Children have engaged purposefully in gardening and show, knowledge, interest and understanding about healthy eating through discussion and food choices.</p> <p>Children have participated well in experiences promoting development fundamental movement skills.</p>	<p>Complete term 4</p> <p>Robertson reserve excursion term 1</p> <p>Dancify term 2</p> <p>LAP term 3</p> <p>Road safety school term 4</p>
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	cultural diversity and family requests are considered in eating activities			
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## Quality Area 3: Physical environment

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

### Quality Area 3: Standards and elements

<b>Standard 3.1</b>	<b>The design of the facilities is appropriate for the operation of a service.</b>	
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.
<b>Standard 3.2</b>	<b>The service environment is inclusive, promotes competence and supports exploration and play-based learning.</b>	
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.

## NQS QUALITY AREA 3: 2018 Improvement Priorities

<u>QA3 Physical Environment</u>  3.2.3 Environmentally responsible EYLF Outcome 2: Children are connected with and contribute to their world – Children become socially responsible and show respect for the environment	The building is well designed for sustainable practices Sustainable practices are embedded in the curriculum (eg paper recycling)	Staff will support build on existing practices to further embed environmental awareness and to promote environmental sustainability by exploring 'Pollutoys' available from Woodcroft Library	Staff have sourced resources from Woodcroft library and utilised them effectively to promote key concepts of environmental sustainability and children have engaged purposefully with these concepts	Term 2
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## Quality Area 6: Collaborative partnerships with families and communities

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

### Quality Area 6: Standards and elements

<b>Standard 6.1</b>	<b>Respectful relationships with families are developed and maintained and families are supported in their parenting role.</b>	
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.
<b>Standard 6.2</b>	<b>Collaborative partnerships enhance children's inclusion, learning and wellbeing.</b>	
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.

## NQS QUALITY AREA 6: 2018 Improvement Priorities

<p><u>6.1 Supportive relationships with families</u></p> <p>6.1.3 Families are supported</p> <p>EYLF Principle - Partnerships</p>	<p>Wide ranging information is available to families An information board provides wide ranging information. Parent information sessions and booklets are used to share information. Our 'Community Team' promote and support connections as required Targeted flyers etc are used to promote services.</p>	<p>A range of programs are developed, delivered and reviewed to support parents in their parenting role to enhance outcomes for children (Bringing Up Great Kids, Sleep seminars, Fussy Eating seminars, First Aid, Holiday programs, Playgroups) A focus on supporting 'at risk' families is evident in programming Staff will engage with key concepts of the Berry Street program to support children with trauma histories Staff will explore links with various agencies (CFARN, Helen Mayo House) to support children at risk</p>	<p>Parent engagement with 'parenting programs' has been high recorded through a variety of data sets – attendance, formal feedback, anecdotal observations and discussion. Evidence of engagement of 'families at risk' is evident in data. Staff have engaged with Berry Street project and key concepts have been introduced and trialled across the centre. Links with external agencies have strengthened service provision for families at risk</p>	<p>Complete term 4</p> <p>Bringing up great kids – term 1 Sleep seminar term 2</p> <p>Berry Street term 3</p>
<p>6.2.1 Transitions</p> <p>EYLF Principle- Continuity of Learning and Transitions</p>	<p>A range of strategies support continuity of learning and transitions to school (eg teacher meetings, formal reporting, NEP meetings, WP school teacher &amp; class visits to the centre) and preschool visits to the school Close working relationships exist between local our Child Care providers, OHSC and</p>	<p>Intentional teaching strategies will be used to promote continuity of learning for all children moving from one setting to another (eg home to Occasional Care/Preschool) with a focus on enhancing outcomes for CALD children Staff will work closely with staff from Woodcroft Primary</p>	<p>Staff will explore family cultural and linguistic backgrounds of families and implement curriculum experiences which promote inclusivity – written signs in various languages, displays recognising 'countries of origin', celebration of family traditions, food etc Staff have implemented key</p>	<p>Term 1 – Term 4</p>

	Occasional Care program and preschool staff and other local early childhood providers to ensure relevant information sharing (within privacy guidelines).	School to progress key concepts from Reggio Emilia professional learning undertaken in 2017	concepts from Reggio Emilia PD to strengthen transition from preschool to school	
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## 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

### NQS QUALITY AREA 7: 2018 Improvement Priorities

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

<b>Standard 7.1 Governance supports the operation of a quality service.</b>		
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.
<b>Standard 7.2 Effective leadership build and promotes a positive organisational culture and professional learning community.</b>		
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.

<p><u>NQS 7.2 Effective Leadership</u></p> <p>7.2.3 Development of Professionals</p>	<p>Regular Performance and Development practices which support continuous improved educator practice to promote positive outcomes for children are in place in line with DECD policy</p>	<p>Continued development of performance and development processes will occur in line with the updated NQS, DECD policy and teacher registration processes</p>	<p>Staff PDP documentation will demonstrated practice aligned with the updated NQS and DECD policy.</p>	<p>Commence term 1, review term 3, complete term 4</p>
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## Notes