NYABING
PRIMARY SCHOOL

NATIONAL QUALITY STANDARDS

STAFF REFLECTION 2022
QUALITY IMPROVEMENT PLAN 2023

ABOUT THE NATIONAL QUALITY STANDARD (NQS)

The National Quality Standard

The National Quality Standard sets a national benchmark for the quality of education and care services. It also gives services and families a better understanding of a quality service. This enables families to make informed decisions about the services providing education and care to their child. The National Quality Standard is a key aspect of the National Quality Framework. It brings together the seven key quality areas that are important to outcomes for children.

How the National Quality Standard was developed

The development of the National Quality Standard was informed by research on best practice and the way in which high-quality education and care contributes to positive outcomes for children. The Organisation for Economic Co-operation and Development identifies aspects of quality critical to the provision of early childhood education and care services.1 These aspects include educational concept and practice, structural quality, interactions between educators and children and targeting services to meet the needs of families and local communities. These aspects of quality are reflected in the National Quality Standard.

Quality areas, standards and elements

The National Quality Standard comprises of quality areas, standards and elements. There are seven quality areas. QA1 Educational program and practice, QA2 Children's health and safety, QA3 Physical environment, QA4 Staffing arrangements, QA5 Relationships with children, QA6 Collaborative partnerships with families and communities, and QA7 Leadership and service management. The National Quality Standard contains 18 standards, with two or three standards in each quality area. These standards are high-level outcome statements. Under each standard sit elements that describe the outcomes that contribute to the standard being achieved. There are 58 elements in total.

(Australian Children's Education & Care Quality Authority, 2020, p8)

ABOUT THE NATIONAL QUALITY STANDARD (NQS)

The objectives of the NQS are to:
· ensure the safety, health and wellbeing of children attending education and care services
· improve the educational and developmental outcomes for children attending education and care services
· promote continuous improvement in the provision of quality education and care services
· establish a system of national integration and shared responsibility between participating jurisdictions and the Commonwealth in the administration of the National Quality Framework
· improve public knowledge, and access to information, about the quality of education and care services
· reduce the regulatory and administrative burden for education and care services by enabling information to be shared between participating jurisdictions and the Commonwealth.

Assessment and rating of services
The rating system The National Quality Standard is accompanied by a national quality rating and assessment process that reflects a national approach to the assessment and reporting of the quality of education and care services across the variety of service settings. The availability of this information promotes transparency and accountability and will help parents make informed choices regarding the quality of education and care at a service. Each service will receive a rating for each quality area and an overall rating. These ratings must be displayed by the service and will be published on the website of the new national body, ACECQA, and the MyChild website.

Quality Improvement Plan
An integral part of the assessment and rating process is the Quality Improvement Plan. The National Regulations require that the approved provider ensures a Quality Improvement Plan (QIP) is prepared for the 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.

(Australian Children's Education & Care Quality Authority, 2020, p12)

QUALITY AREA ONE
EDUCATIONAL PROGRAM AND PRACTICE

PROGRAM

1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, well being 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 All aspects of the program, including routines, is organised in ways that maximise opportunities for each child's learning.

PRACTICE

1.2.1 Educators are deliberate, purposeful, and thoughtful in their decisions and actions.

1.2.2 Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.

1.2.3 Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

ASSESSMENT AND PLANNING

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.

1.3.2 Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.

1.3.3 Families are informed about the program and their child's progress.

AITSL Standards Links

Quality Area 1 fits in with aspects of the AISTL Standards.

These include:

- Know students and how they learn
1.1, 1.2, 1.3, 1.4, 1.5, 1.6

- Know the content and how to teach it
2.1, 2.2, 2.3, 2.4, 2.5, 2.6

- Plan for and implement effective teaching and learning
3.1, 3.2, 3.3, 3.4, 3.5, 3.6

- Create and maintain supportive and safe learning environments
4.1, 4.2, 4.3

- Assess, provide feedback and report on student learning
5.1, 5.2, 5.3, 5.4

- Engage in professional learning
6.1, 6.2, 6.3, 6.4

- Engage professionally with colleagues, parents/carers and the community
7.2, 7.3, 7.4

Staff Feedback for Quality Area 1

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE

STANDARD 1.1 PROGRAM:
The educational program enhances each child's learning and development.

ELEMENTS		Reflection		
Element 1.1.1 Approved learning framework	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.	G	A	R
Element 1.1.2 Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	G	A	R
Element 1.1.3 Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.	G	A	R
	Determination STANDARD 1.1	M	WT	

STANDARD 1.2 PRACTICE:
Educators facilitate and extend each child's learning and development.

ELEMENTS		Reflection		
Element 1.2.1 Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	G	A	R
Element 1.2.2 Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.	G	A	R
Element 1.2.3 Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	G	A	R
	Determination - STANDARD 1.2	M	WT	

STANDARD 1.3 ASSESSMENT AND PLANNING:
School Administrators and educators take a planned and reflective approach to implementing the program for each child.

ELEMENTS		Reflection		
Element 1.3.1 Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.	G	A	R
Element 1.3.2 Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	G	A	R
Element 1.3.3 Information for families	Families are informed about the program and their child's progress.	G	A	R
	Determination - STANDARD 1.3	M	WT	

Improvements for Quality Area 1

STANDARD 1.1 Program: The educational program enhances each child's learning and development.			
ELEMENTS		**Improvements**	**Timeline**
Element 1.1.1 Approved learning framework	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.	Continue to apply High Impact Teaching Strategies (HITS) with elements of Walker Learning, supporting the DoE's Teaching and Learning Framework. Continue KOLP, Letter and Sounds, The Big Six of Reading, and iMaths.	Ongoing
Element 1.1.2 Responsive Teaching and Scaffolding	Each child's current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of the program.	Educators to enquire into students, commencing each school term (inquiry-based learning, STEAM, PBS).	Commencing each term
Element 1.1.3 Program learning opportunities	All aspects of the program, including routines are organized in ways that maximise opportunities for each child's learning.	Educators continue to develop autonomy by increasing student responsibility for self-help and basic health routines. Students play a leading role in designing the program and organising the routines.	Ongoing
STANDARD 1.2 PRACTICE: Educators facilitate and extend each child's learning and development.			
ELEMENTS		**Improvements**	**Timeline**
Element 1.2.1 Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	Application of High Impact Teaching strategies (HITS). Staff professional learning on the Science of Learning and Rosenshine's Principles of Instruction. Upskill staff with NQS PL.	Ongoing
Element 1.2.2 Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions, and feedback.	Aspects of the inquiry-based learning. Application of High Impact Teaching strategies (HITS)- differentiation, questioning & feedback focus.	Ongoing
Element 1.2.3 Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	Extend staff knowledge and understanding with student agency through PL and information booklets, accessible via NQS. Educators will document reflections that demonstrate changes in practice to support children's agency. Use of open-ended resources and materials that allow children to express themselves (rather than using templates, stencils or resources that limit children's capacity to create, interpret, experiment, and explore).	Semester One, possibly an SDD

Improvements for Quality Area 1

STANDARD 1.3 ASSESSMENT AND PLANNING: School Administrators and educators take a planned and reflective approach to implementing the program for each child.			
ELEMENTS		Improvements	Timeline
Element 1.3.1 Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.	Student feedback commencing each school year collected, gathering evidence on learning preference. Parent Information Form to be completed at the start of each school year, gathering student information. Forward planning for each subject to occur. Weekly Planners to be transparent and accessible to the school community via Dojo, with staff reflections following lessons. Application of High Impact Teaching strategies (HITS)- Lesson structure, explicit teaching and goal setting. Continue to review and refine the Teaching and Learning Guidelines, and Assessment Guidelines, selecting evidence-based assessments supporting the Science of Learning.	Ongoing
Element 1.3.2 Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	Implementation of the Teaching and Learning cycle with the focus on the 'reflection' component. Using collected data to inform future practice – identifying extension students and Students at Educational Risk (SAER). Implementation of the Walker Learning (K-2) learning approach and utilising the reflection plenary, during investigations.	Ongoing Ongoing Semester 2
Element 1.3.3 Information for families	Families are informed about the program and their child's progress.	Continue to display individual student assessment files at assembly open Showcase Continue to communicate assessment results home to parents via the Progress Slips Continue to upload weekly planners to Class Dojo.	Ongoing

QUALITY AREA TWO
CHILDRENS' HEALTH AND SAFETY

HEALTH

2.1.1 Each child's well being and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.

2.1.2 Effective illness and injury management and hygiene practices are promoted and implemented.

2.1.3 Healthy eating and physical activity are promoted and appropriate for each child.

SAFETY

2.2.1 At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

2.2.2 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

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.

AITSL Standards Links

Quality Area 2 fits in with aspects of the AISTL Standards.

These include:

- Know students and how they learn
1.1, 1.5, 1.6

- Create and maintain supportive and safe learning environments
4.1, 4.3, 4.4, 4.5

- Engage in professional learning
6.2, 6.3, 6.4

- Engage professionally with colleagues, parents/carers and the community
7.1, 7.2, 7.3, 7.4

Staff Feedback for Quality Area 2

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY

STANDARD 2.1 HEALTH:
Each child's health and physical activity is supported and promoted.

ELEMENTS		Reflection		
Element 2.1.1 Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for rest and relaxation.	G	A	R
Element 2.1.2 Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.	G	A	R
Element 2.1.3 Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.	G	A	R
Determination STANDARD 1.1		M	WT	

Standard 2.2 SAFETY:
Each child is protected.

ELEMENTS		Reflection		
Element 2.2.1 Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	G	A	R
Element 2.2.2 Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	G	A	R
Element 2.2.3 Child protection	School administrators, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.	G	A	R
Determination STANDARD 2.2		M	WT	

Improvements for Quality Area 2

STANDARD 2.1 HEALTH: Each child's health and physical activity is supported and promoted.			
ELEMENTS		**Improvements**	**Timeline**
Element 2.1.1 Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for rest and relaxation.	Implement GSSN whole school Health program, for example, The Circle of Courage. Continued implementation of Protective Behaviours. Continue to Zones of Regulation.	Ongoing
Element 2.1.2 Wellbeing and comfort	Effective illness and injury management and hygiene practices are promoted and implemented.	Continue to implement OSH protocols, Incident booklet is accessible in the staffroom.	Ongoing
Element 2.1.3 Healthy Lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.	Continue to implement Crunch & Sip policy, and morning fitness. See Health & PE Operational Plan.	Ongoing
Standard 2.2 SAFETY: **Each child is protected.**			
ELEMENTS		**Improvements**	**Timeline**
Element 2.2.1 Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	Risk assessment form to be completed for risky play, Bush School, and fire play.	Ongoing
Element 2.2.2 Incident and Emergence Management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practices and implemented.	Fire and lockdown procedures practised twice a year each. Emergency documentation to be regularly reviewed, updated, and stored in a consistent location across the school. Student health forms updated and given to staff commencing each year.	2023 Semester 1
Element 2.2.3 Child protection	School administrators, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.	All educators are up to date with Child Protection PD and Mandatory reporting via Ikon.	Semester 1

QUALITY AREA THREE
PHYSICAL ENVIRONMENT

DESIGN

3.1.1 Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.

3.1.2 Premises, furniture and equipment are safe, clean and well maintained.

USE

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.

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.

3.2.3 The service cares for the environment and supports children to become environmentally responsible.

AITSL Standards Links

Quality Area 3 fits in with aspects of the AISTL Standards. These include:

- Know students and how they learn
1.1, 1.2, 1.3, 1.5, 1.6

- Know the content and how to teach it
2.1, 2.2, 2.5, 2.6

- Plan for and implement effective teaching and learning
3.1, 3.4

- Create and maintain supportive and safe learning environments
4.1, 4.2, 4.3, 4.4, 4.5

- Assess, provide feedback and report on student learning
5.2, 5.3

- Engage in professional learning
6.1, 6.2, 6.3, 6.4

- Engage professionally with colleagues, parents/carers and the community
7.2, 7.3

Staff Feedback for Quality Area 3

STANDARD 3.1 DESIGN:
The design of the facilities is appropriate for the operation of a school.

ELEMENTS		Reflection		
Element 3.1.1 Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.	G	A	R
Element 3.1.2 Upkeep	Premises, furniture and equipment are safe, clean and well maintained.	G	A	R
	Determination STANDARD 3.1	M	WT	

STANDARD 3.2 USE:
The school environment is inclusive, promotes competence and supports exploration and play-based learning.

ELEMENTS		Reflection		
Element 3.2.1 Inclusive environment	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.	G	A	R
Element 3.2.2 Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	G	A	R
Element 3.2.3 Environmentally responsible	The school cares for the environment and supports children to become environmentally responsible.	G	A	R
	Determination STANDARD 3.2	M	WT	

Improvements for Quality Area 3

<table>
<tr><td colspan="4">STANDARD 3.1 DESIGN:
The design of the facilities is appropriate for the operation of a school.</td></tr>
<tr><td colspan="2">ELEMENTS</td><td>Improvements</td><td>Timeline</td></tr>
<tr>
<td>Element 3.1.1
Fit for Purpose</td>
<td>Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.</td>
<td>Junior Room outdoor area to be a focus, as highlighted in Grounds Improvement Plan.

Staff to follow correct processes when reporting broken fixtures and fittings. Staff are to email the MCS and CC in the principal.</td>
<td rowspan="2">Ongoing</td>
</tr>
<tr>
<td>Element 3.1.2
Upkeep</td>
<td>Premises, furniture, and equipment are safe, clean and well maintained.</td>
<td>Educators following safety advice from recognised authorities and manufacturers when arranging equipment, furniture, and experiences (OSH).

Educators conduct risk assessment documentation when applicable.</td>
</tr>
<tr><td colspan="4">STANDARD 3.2 USE:
The school environment is inclusive, promotes competence and supports exploration and play-based learning.</td></tr>
<tr><td colspan="2">ELEMENTS</td><td>Improvements</td><td>Timeline</td></tr>
<tr>
<td>Element 3.2.1
Inclusive environment</td>
<td>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.</td>
<td>Explore risk taking opportunities for children.

Explore outdoor provocations, consolidating all learning area concepts and skills, including specialist roles.

Outdoor Classroom in Junior Room, with possibility of Fun Friday session, linked to Bush School philosophy.

Purchase and include natural items in the classroom setting, in line with the school's sustainability focus and Waste Wise Policy.</td>
<td>Ongoing, commencing Semester 1</td>
</tr>
<tr>
<td>Element 3.2.2
Resources support play-based learning</td>
<td>Resources, materials, and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.</td>
<td>Implementation of Walker Learning Approach K and PP

Outdoor provocations K – 6

Loose Parts implementation. Apply for Waste Sorted School grant.

Implementation of Bush School</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Element 3.2.3
Environmentally responsible</td>
<td>The school cares for the environment and supports children to become environmentally responsible.</td>
<td>Increased environmental sustainability through implementing Bush School and outdoor learning philosophy, Worm Farm, Chicken Coop, & Sustainability Garden (see HASS & Sustainability Operational plan).</td>
<td>Ongoing</td>
</tr>
</table>

QUALITY AREA FOUR
STAFFING ARRANGEMENTS

STAFFING ARRANGEMENTS

4.1.1 The organisation of educators across the service supports children's learning and development.

4.1.2 Every effort is made for children to experience continuity of educators at the service.

PROFESSIONALISM

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.

4.2.2 Professional standards guide practice, interactions and relationships.

AITSL Standards Links

Quality Area 4 fits in with aspects of the AISTL Standards. These include:

- Know students and how they learn
1.1, 1.2, 1.3, 1.4, 1.5, 1.6

- Know the content and how to teach it
2.2

- Plan for and implement effective teaching and learning
3.6

- Create and maintain supportive and safe learning environments
4.1, 4.3

- Assess, provide feedback and report on student learning
5.1, 5.3

- Engage in professional learning
6.2, 6.3, 6.4

- Engage professionally with colleagues, parents/carers and the community
7.1, 7.2, 7.4

Staff Feedback for Quality Area 4

QUALITY AREA 4: STAFFING ARRANGEMENTS

STANDARD 4.1 STAFFING ARRANGEMENTS:
Staffing arrangements enhance children's learning and development.

ELEMENTS		Reflection		
Element 4.1.1 Organisation of educators	The organisation of educators across the school supports children's learning and development.	G	A	R
Element 4.1.2 Continuity of staff	Every effort is made for children to experience continuity of educators at the school.	G	A	R
Determination STANDARD 4.1		M	WT	

STANDARD 4.2 PROFESSIONALISM:
School administrators, educators and staff are collaborative, respectful and ethical.

ELEMENTS		Reflection		
Element 4.2.1 Professional collaboration	School administrators, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	G	A	R
Element 4.2.2 Professional standards	Professional standards guide practice, interactions and relationships.	G	A	R
Determination STANDARD 4.2		M	WT	

Improvements for Quality Area 4

STANDARD 4.1 STAFFING ARRANGEMENTS Staffing arrangements enhance children's learning and development.			
ELEMENTS		Improvements	Timeline
Element 4.1.1 Organisation of Educators	The organisation of educators across the service supports children's learning and development.	Where applicable, the service's approach to rostering educators to support familiarity and continuity for children and families Update Relief Files to assist relief educators to learn about the service's processes, routines, families and children	Ongoing 2023, Term 1
Element 4.1.2 Continuity of Staff	Every effort is made for children to experience continuity of educators at the service.	Teaching staff continue in their allocated roles and FTE from 2022. Rosters and staffing arrangements that reflect the importance of educator continuity on a day-to-day basis.	Ongoing
STANDARD 4.2 PROFESSIONALISM: School administrators, educators and staff are collaborative, respectful, and ethical.			
ELEMENTS		Improvements	Timeline
Element 4.2.1 Professional Collaboration	Management, educators, and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognizing each other's strengths and skills.	Distributed Leadership Model Group Norms developed for staff meetings and collaboration PLCs utilised during early close on Mondays for staff collaboration Staff Code of Conduct reflection survey Growth Mindset and being solution focused Explicit Teaching observations and feedback GSSN coaches to support staff Peer observations continued Moderation at a school and network level Graduate Teacher mentoring with senior staff	Ongoing
Element 4.2.2 Professional Standards	Professional standards guide practice, interactions, and relationships.	All staff will receive the Nyabing Primary School Curriculum Guide 2023 with relevant documentation.	2022, Term 4

QUALITY AREA FIVE
RELATIONSHIPS WITH CHILDREN

RELATIONSHIPS BETWEEN EDUCATORS AND CHILDREN

5.1.1 Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

5.1.2 The dignity and rights of every child are maintained.

RELATIONSHIPS BETWEEN CHILDREN

5.2.1 Children are supported to collaborate, learn from and help each other.

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.

AITSL Standards Links

Quality Area 5 fits in with aspects of the AISTL Standards. These include:

- Know students and how they learn
1.1, 1.2, 1.3, 1.4, 1.5, 1.6

- Know the content and how to teach it
2.4, 2.6

- Plan for and implement effective teaching and learning
3.1, 3.3, 3.5, 3.7

- Create and maintain supportive and safe learning environments
4.1, 4.2, 4.3, 4.4

- Assess, provide feedback and report on student learning
5.2, 5.3, 5.5

- Engage in professional learning
6.1, 6.2, 6.3, 6.4

- Engage professionally with colleagues, parents/carers and the community
7.1, 7.2, 7.3

Staff Feedback for Quality Area 5

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN				
STANDARD 5.1 RELATIONSHIPS BETWEEN EDUCATORS AND CHILDREN: Respectful and equitable relationships are developed and maintained with each child.				
ELEMENTS		Reflection		
Element 5.1.1 Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.	G	A	R
Element 5.1.2 Dignity and rights of the child	The dignity and rights of every child are maintained.	G	A	R
	Determination STANDARD 5.1	M	WT	
STANDARD 5.2 RELATIONSHIPS BETWEEN CHILDREN: Each child is supported to build and maintain sensitive and responsive relationships.				
ELEMENTS		Reflection		
Element 5.2.1 Collaborative learning	Children are supported to collaborate, learn from and help each other.	G	A	R
Element 5.2.2 Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	G	A	R
	Determination STANDARD 5.2	M	WT	

Improvements for Quality Area 5

STANDARD 5.1 RELATIONSHIPS BETWEEN EDUCATORS AND CHILDREN: Respectful and equitable relationships are developed and maintained with each child.			
ELEMENTS		**Improvements**	**Timeline**
Element 5.1.1 Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident, and included.	Continue Play café and Kindergarten Transition days to develop teacher student relationships.	Ongoing 2023, Term 4
Element 5.1.2 Dignity and rights of the child	The dignity and rights of every child are maintained.	Supporting independence and autonomy through Inquiry learning investigations, and collaborative learning projects.	2023
		Following the school's Positive Behaviour Support documentation when dealing with negative behaviours, including bullying.	2023 onwards
		Maintaining the school's access to school chaplaincy.	Ongoing

STANDARD 5.2 RELATIONSHIPS BETWEEN CHILDREN: Each child is supported to build and maintain sensitive and responsive relationships.			
ELEMENTS		**Reflection**	
Element 5.2.1 Collaborative learning	Children are supported to collaborate, learn from, and help each other.	Implement HITS, including collaboration and differentiation.	2023
Element 5.2.2 Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others, and communicate effectively to resolve conflicts.	Continue Zones of Regulation program and morning check-ins.	
		Educators model PBS values and high expectations at all times, supporting co-regulation skills with students.	Ongoing

QUALITY AREA SIX
COLLABORATIVE PARTNERSHIPS

SUPPORTIVE RELATIONSHIPS WITH FAMILIES

6.1.1 Families are supported from enrolment to be involved in the service and contribute to service decisions.

6.1.2 The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and well being.

6.1.3 Current information is available to families about the service and relevant community services and resources to support parenting and family well being.

COLLABORATIVE PARTNERSHIPS

6.2.1 Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.

6.2.2 Effective partnerships support children's access, inclusion and participation in the program.

6.2.3 The school builds relationships and engages with its community.

AITSL Standards Links

Quality Area 6 fits in with aspects of the AISTL Standards. These include:

- Know students and how they learn
1.1, 1.2, 1.3, 1.4, 1.5, 1.6

- Know the content and how to teach it
2.1, 2.2, 2.3, 2.4, 2.5, 2.6

- Plan for and implement effective teaching and learning
3.1, 3.2, 3.3, 3.4, 3.6

- Create and maintain supportive and safe learning environments
4.1, 4.3, 4.4

- Assess, provide feedback and report on student learning
5.2, 5.4, 5.5

- Engage in professional learning
6.1, 6.2, 6.3, 6.4

- Engage professionally with colleagues, parents/carers and the community
7.1, 7.2, 7.3

Staff Feedback for Quality Area 6

STANDARD 6.1 SUPPORTIVE RELATIONSHIPS WITH FAMILIES:
Respectful relationships with families are developed and maintained and families are supported in their parenting role.

ELEMENTS		Reflection		
Element 6.1.1 Engagement with the school	Families are supported from enrolment to be involved in the school and contribute to school decisions.	G	A	R
Element 6.1.2 Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.	G	A	R
Element 6.1.3 Families are supported	Current information is available to families about the school and relevant community services and resources to support parenting and family wellbeing.	G	A	R
	Determination STANDARD 6.1	M	WT	

STANDARD 6.2 COLLABORATIVE PARTNERSHIPS:
Collaborative partnerships enhance children's inclusion, learning and wellbeing.

ELEMENTS		Reflection		
Element 6.2.1 Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	G	A	R
Element 6.2.2 Access and participation	Effective partnerships support children's access, inclusion and participation in the program.	G	A	R
Element 6.2.3 Community engagement	The school builds relationships and engages with its community.	G	A	R
	Determination STANDARD 6.2	M	WT	

Improvements for Quality Area 6

STANDARD 6.1 SUPPORTIVE RELATIONSHIPS WITH FAMILIES: Respectful relationships with families are developed and maintained and families are supported in their parenting role.			
ELEMENTS		**Implementation**	**Timeline**
Element 6.1.1 Engagement with the school	Families are supported from enrolment to be involved in the school and contribute to school decisions.	Review student enrolment and orientation process.	2023, Term 3
Element 6.1.2 Parent views are respected	The expertise, culture, values, and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.	Student successes shared with parents/caregivers via Class Dojo, and the school's Facebook and Instagram account (where applicable).	Ongoing
Element 6.1.3 Families are supported	Current information is available to families about the school and relevant community services and resources to support parenting and family wellbeing.	Continue to add information to the school's new website to keep families informed of school information, processes, and procedures. Implement the Parent Communication Guidelines for consistency across the school.	Ongoing Ongoing

STANDARD 6.2 COLLABORATIVE PARTNERSHIPS: Collaborative partnerships enhance children's inclusion, learning and wellbeing.			
ELEMENTS		**Implementation**	**Timeline**
Element 6.2.1 Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	Students are supported and appropriately supervised when being transported to or from the service by car, bus, bike or on foot. Documented procedures for transitioning children. Kindergarten Orientation and Play Café. Year 6 Career Development Guidelines	Ongoing
Element 6.2.2 Access and participation	Effective partnerships support children's access, inclusion, and participation in the program.	Liaise with External Services to support individual student needs.	Ongoing
Element 6.2.3 Community engagement	The school builds relationships and engages with its community.	Post Covid-19, the school will resume community engagement projects.	2023, Term 1

QUALITY AREA SEVEN LEADERSHIP AND SERVICE MANAGEMENT

GOVERNANCE AND LEADERSHIP

7.1.1 A statement of philosophy guides all aspects of the service's operations.

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

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

LEADERSHIP

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

7.2.2 The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.

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

AITSL Standards Links

Quality Area 7 fits in with aspects of the AISTL Standards. These include:

- Know students and how they learn
1.1, 1.2, 1.3, 1.4, 1.5, 1.6

- Know the content and how to teach it
2.1, 2.2, 2.3, 2.4, 2.5, 2.6

- Plan for and implement effective teaching and learning
3.1, 3.4, 3.6, 3.7

- Create and maintain supportive and safe learning environments
4.1, 4.3, 4.4, 4.5

- Assess, provide feedback and report on student learning
5.1, 5.3, 5.4, 5.5

- Engage in professional learning
6.1, 6.2, 6.3, 6.4

- Engage professionally with colleagues, parents/carers and the community
7.1, 7.2, 7.3, 7.4

Staff Feedback for Quality Area 7

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP

STANDARD 7.1 GOVERNANCE
Governance supports the operation of a quality school.

ELEMENTS		Reflection		
Element 7.1.1 School philosophy and purpose	A statement of philosophy guides all aspects of the school's operations.	G	A	R
Element 7.1.2 Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality school.	G	A	R
Element 7.1.3 Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the school.	G	A	R
Determination STANDARD 7.1		M	WT	

STANDARD 7.2 LEADERSHIP
Effective leadership builds and promotes a positive organisational culture and professional learning community.

ELEMENTS		Reflection		
Element 7.2.1 Continuous improvement	There is an effective self-assessment and quality improvement process in place.	G	A	R
Element 7.2.2 Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	G	A	R
Element 7.2.3 Development of professionals	Educators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.	G	A	R
Determination STANDARD 7.2		M	WT	

Improvements for Quality Area 7

STANDARD 7.1 GOVERNANCE Governance supports the operation of a quality school.			
ELEMENTS		Improvements	Timeline
Element 7.1.1 School philosophy and purpose	A statement of philosophy guides all aspects of the school's operations.	All staff display the school's statement of philosophy in their classroom, and on the Front Office window. The statement of philosophy is integrated into the school's staff and student induction/enrolment procedures and documentation.	Ongoing
Element 7.1.3 Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality school.	Continue to implement DoE mandated risk assessment surveys and forms (including OHS). School Council to begin using risk mitigation checklist. Utilise risky play form in teaching.	Throughout 2023, as needed.
Element 7.1.3 Roles and Responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.	Distributed Leadership Model continued. TIC regulations defined and placed into the Curriculum Guide or Staff Handbook.	2023
STANDARD 7.2 LEADERSHIP Effective leadership builds and promotes a positive organisational culture and professional learning community.			
ELEMENTS		Reflection	
Element 7.2.1 Continuous Improvement	There is an effective self-assessment and quality improvement process in place.	The school's NQS QIP will be uploaded onto the school's website for community transparency and followed by staff (placed in Curriculum Guide). Continued implementation and review of school's self-assessment procedures, as highlighted in the school's Strategic Plan.	2022, Term 4 2022. Term 4 2023, Term 1
Element 7.2.2 Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	Learning area leaders will be supported and guided with timely feedback and necessary professional development. Continue termly leadership meetings, generally held mid-term. Continue to build on the schools Explicit Teaching Model, and Gradual Release Model. Staff to focus on HITS differentiation.	2023

Improvements for Quality Area 7

Element 7.2.3 Development of Professionals	Educators, coordinators, and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.	Continue Performance growth Cycle, updating with feedback from principal mentor. Include DoE staff misconduct processes.	2022, Term 4