

# Quality Improvement Plan for

202

Service name

Service approval number

Acknowledgment of Country

We acknowledge the people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present, and extend that respect to all Aboriginal peoples.



Government  
of South Australia

Department for Education

# Context

## Service Context



# Context

## Statement of Philosophy



# Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community



5

Review  
and evaluate

## Quality Area 1: Educational Program and Practice

# Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community



5

Review  
and evaluate

## Quality Area 2: Children's Health and Safety

# Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community



5

Review  
and evaluate

## Quality Area 3: Physical Environment

# Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community



5

Review  
and evaluate

## Quality Area 4: Staffing Arrangements

# Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community



5

Review  
and evaluate

## Quality Area 5: Relationships with Children



# Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community



5

Review  
and evaluate

## Quality Area 6: Collaborative Partnerships with Families and Communities

# Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community



5

Review  
and evaluate

## Quality Area 7: Governance and Leadership

# Quality Improvement Plan for

202

## Includes:

- Learning Improvement goals
- Progress notes
- National Quality Framework responsibilities plan

## How to complete this template

- Complete every step. The Preschool Quality Improvement Planning handbook explains how to do this. In addition your education director will provide support.
- Complete steps 1 to 3 during term 4 and have it approved by the director/principal, governing council chairperson and education director.
- Email this plan (steps 1 – 3) to your education director.
- Ensure your preschool quality improvement plan is readily available on request to parents and families, and officers of the Education Standards Board.
- Work through step 4 (Improve Practice and Monitor Impact) regularly throughout the year.
- Complete step 5 (Review and Evaluate) in term 4 of each year.
- Your complete quality improvement plan should be reviewed and updated in term 4 each year.

**For further information and advice contact your local education team.**

# Learning Improvement Plan



## Goal 1:

Challenge of practice:				
Actions	NQS links	Timeline	Resources	Responsibility
Success criteria				


# Progress notes



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Improve practice and monitor impact

## Goal 1:

Meeting date	Implementation (are we doing what we said we would do?)  <i>Enter your overall assessment of progress towards implementing actions for improvement.</i>	Impact (are we improving learning outcomes?) <i>Enter the evidence of impact of your actions on children's learning against success criteria.</i>	Next steps

# Learning Improvement Plan



## Goal 2:

Challenge of practice:				
Actions	NQS links	Timeline	Resources	Responsibility
Success criteria				


# Progress notes



4

Improve practice and monitor impact

## Goal 2:

Meeting date	Implementation (are we doing what we said we would do?)  <i>Enter your overall assessment of progress towards implementing actions for improvement.</i>	Impact (are we improving learning outcomes?) <i>Enter the evidence of impact of your actions on children's learning against success criteria.</i>	Next steps

# Learning Improvement Plan




## Goal 3:

Challenge of practice:				
Actions	NQS links	Timeline	Resources	Responsibility
Success criteria				





## Goal 3:

Meeting date	Implementation (are we doing what we said we would do?)  <i>Enter your overall assessment of progress towards implementing actions for improvement.</i>	Impact (are we improving learning outcomes?) <i>Enter the evidence of impact of your actions on children's learning against success criteria.</i>	Next steps

# National Quality Framework responsibilities

NQS links	Task	Steps involved	Timeline	Responsibility	Resourcing	Completed

# Review and evaluate



5

Review  
and evaluate

## Learning improvement goal 1:

What progress have we made? Have we achieved our goals?

Enablers: What factors have been critical for success?

Inhibitors: What factors have impeded progress? How will we work through this?

Recommendations: What are the next steps to take?



## Learning improvement goal 2:

What progress have we made? Have we achieved our goals?

Enablers: What factors have been critical for success?

Inhibitors: What factors have impeded progress? How will we work through this?

Recommendations: What are the next steps to take?



## Learning improvement goal 3:

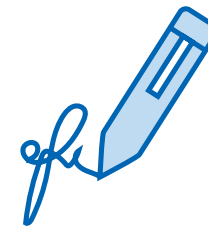
What progress have we made? Have we achieved our goals?

Enablers: What factors have been critical for success?

Inhibitors: What factors have impeded progress? How will we work through this?

Recommendations: What are the next steps to take?

# Approvals



Approved by director/principal

Approved by governing council chairperson

Approved by education director