

Quality Area 1 - Educational program and practice - Improvement Plan

Standard/Element	Issue identified during SA	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Progress Notes	Status
1.3.2	Children are not involved in the reflection process	Involve children in the reflection process by seeking their perspectives on their learning experiences and encourage children to express their interests, preferences, and ideas, providing valuable insights for program planning	High	Get the Educational Leader to mentor this step with each educator to foster a new habit when planning and then completing documentation	Documentation to at times include a child's reflection on the learning experience	November 2024	<p>11/3/2024 - Moondani PS have been asking children to add their voices and drawings to a floor book. Educators have started to record children's voices in their reflections. Infants are being documented on time engaged at an activity to help with gaining their perspectives.</p> <p>EL to ensure they are continuing to develop the above, especially around children's voices in reflections.</p> <p>EL to organise some training on this by August 2024.</p>	In progress
1.3.2	Critical reflection is not consistent enough and not recorded within our digital platform	Using Playground, our digital documentation software, to record reflections on each learning experience and using evaluation data to critically reflect on the effectiveness of teaching strategies, learning experiences, and the overall program	High	Provide an evening training session on the topic of Critical Reflection and extend on the training to ensure the playground component is utilised as a reflection tool. The Educational Leader is to ensure this is carried out and support staff when completing documentation in Playground.	Every Educator and Teacher utilises the reflection component within Playground	August 2024	<p>1/3/2024 - Each classroom is recording weekly and monthly reflections in the Butler diary and within Xplor against each observation.</p> <p>Critical reflection amongst staff is starting to gain traction and consistency with support and drive from the EL. There is a folder in the office filing these and also a folder of Critical Reflections in the shared documents folder in MS Explorer.</p> <p>Critical Reflection has now been added to the Staff Meeting agenda to attend to every month.</p>	In progress

Quality Area 3 - Physical environment - Improvement Plan

Standard/Element	Issue identified during SA	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Progress Notes	Status
3.1.1	Outdoor verandah areas and yard is deteriorating and requires some due maintenance/landscaping	Upgrade of the yard or our complete facility	High	Engage tradespeople, maintenance persons and landscapers to improve the facility. Need to do in conjunction with Council as is a tenancy and we do not own the building.	A positive outcome for the yard or relocation of our service to ensure the service is fit for purpose into the future - See QA 7 Improvement Plan	May 2024	<p>November 2023 - Old shed space restored to a picnic table area with a garden installed for the children's imagination and creativity</p> <p>March 2024 - Old outdoor blinds removed and new installed by Apollo Blinds.</p> <p>Large MTA order approved to rejuvenate outdoor resources and put a new quiet space in the outdoor environment. Outdoor easels, gross motor resources and new obstacle course ordered.</p> <p>Concreting works to introduce a path for high traffic areas, removing pavers near sandpit and installing a step for the back shed being locked in for Easter Long Weekend.</p> <p>The Playground People are being booked in ASAP to conduct the 2024 annual playground inspection.</p>	In progress

## Snowy Mountains Care and Early Learning Centre - SE-00009010

### Quality Area 4 - Staffing arrangements - Improvement Plan

Standard/ Element	Issue identified during SA	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Progress Notes	Status
4.1	Staff Shortages impacting operations. After taking enrolments a few core staff advised they were leaving. We are now having to revisit our enrolments and possibly turn away some families as we are planning to cap numbers to deal with lack of educators applying for roles.	Restructuring the operations to ensure we are able to deliver a high quality service	High	Try to recruit permanent staff and do all we can to retain them using supportive and appreciative leadership and strong induction process. We are looking to reduce and cap numbers to ensure we can meet ratio requirements with the staffing and get back to a high quality operation.	Being able to adhere to all quality elements with less stressful impacts on management and staff. Instead of staying afloat we are planning to get back to a positive and well staffed operation.	Jan 2024	<p>Director and Admin Officer to revisit enrolment numbers and reduce the infant enrolments or days of those enrolments to ensure quality operations and implement in 2024.</p> <p>December 23 - Infant numbers capped to 8 to deal with staffing limitations.</p> <p>Ongoing recruitment strategies and advertisements to recruit part time/full time employees.</p> <p>February 24 - Recruited a new trainee</p> <p>March 24 - recruited a part time Cert III educator</p> <p>Extra staffing to support non-contact time to ensure we are able to continue to deliver a high quality program</p> <p>1 staff member dropping days and another leaving, will impact staffing in April 24.</p>	Completed
4.2.1	SMCELC to clearly convey expectations, goals, and any changes within the organisation by implementing a stronger leadership hierarchy structure that will benefit clear communication channels, responsibility and accountability	Implement correct roles to support and mentor Lead Educators to support the management to drive effective communication and collaboration amongst their teams	Medium	Lead Educators undertake a 'Leadership Essentials' training course to assist them with encompassing the skills required to effectively lead their team. Lead Educators then are required to hold mandatory room meetings each month	Lead Educators are more understanding of their role in this capacity and execute management of their teams as required	April 2024	Assistant Director and Educational Leader appointed January 2024 to support the governance and leadership to drive and mentor leadership across the service to improve communication, responsibility and accountability. EL to facilitate time for Lead Educators to strengthen their leadership skills. Leadership PD to be completed by April 2024.	In progress
4.2.1	Lack of team Building Experiences	Implement a plan over 12 months to hold a few team building experiences		Organise team-building activities to strengthen interpersonal relationships. These activities can create a positive and cohesive work environment. Plan a few over a 12 month period.	Teams are engaging in extra curricular activities to form strong bonds and boosting team collaboration and respect for one	August 2024	2023 - We did plan one but it got cancelled and never rescheduled due to staff feeling burnt out and lack of commitment to do extra curricular activities, we need to boost the morale and culture to motivate the team.	In progress

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					another		<p>16 March 2024 - Team Building Horse Riding @ Snowy Wilderness experience completed. Such a great opportunity to build trust, open communication channels and connect.</p> <p>Organise another by August 2024.</p>	

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## Quality Area 6 - Collaborative partnerships with families and communities - Improvement Plan

Standard Element	Issue identified during SA	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Progress Notes	Status
6.1.1	Lack of family engagement despite our efforts to engage them	Families to be more involved in decision making and input for the learning and development of their children	Medium	Educators are to discuss how they would like feedback given on their learning and development observations in Xplor. Families to be more involved in policy making.	Families making comments, sharing in learning activities and providing input for educators to have continuity from home to the education service	November 2024	<p>Discussions from management to the staff have taken place to ensure they are having informal discussions about gaining input and feedback from families in January 2024 staff meeting.</p> <p>Educators implementing above as of February 2024.</p> <p>Newsletter First Edition of 2024 sent out 18 March with great feedback from one family on how great it was.</p> <p>Assistant Director to ensure Newsletter complete at the start of each month.</p> <p>Families noted particular goals through the 'Collaborative Partnerships with Families' form upon enrolment. Educators utilising any given information to inform for each individual child.</p> <p>Families still require engagement through Xplor and survey sent out 18.03.2024. Waiting on responses.</p>	

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## Quality Area 7 - Governance and Leadership - Improvement Plan

Standard/ Element	Issue identified during SA	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Progress Notes	Status
7.2.2	Lack of staffing has meant the Educational Leader cannot conduct full duties required within this role. The previous EL resigned and an effective handover was unable to be conducted due to staffing limitations.	The Educational Leader will encompass all of this quality area and really drive quality and implement training with reflections and implementations for continuous improvement and hitting exceeding themes.	High	<p>Offer specialised training on assessment and planning methodologies. This training should focus on understanding child development, effective observation techniques, and how to use assessment data to inform individualised learning plans.</p> <p>Facilitate effective communication between the educational leader and families. Regularly share information about the educational program, children's progress, and ways families can support learning at home. This collaboration enhances parental involvement and support for the program.</p> <p>Encourage the educational leader to engage with community resources and organisations that can enhance the educational program. This may include partnerships with local libraries, local businesses, schools, events, galleries, or experts in relevant fields.</p> <p>Support the integration of technology tools that can aid in assessment and planning. This may involve training and providing resources for educational technology that enhances data collection, analysis, and communication with families.</p>	When the Educational Leader is doing all of the key practices identified and they are implemented and encourage the team to succeed and provide a high quality educational program.	July 2024	<p>The new EL engaged in the role in January 2024. The EL has a designated office day every Monday to ensure traction against the NQS 1.</p> <p>The EL has designated time within staff meetings to communicate staff on strategies in relation to NQS1 delivery. Started Feb 2024.</p> <p>29/1/2024 The Director &amp; EL have discussed implementing certain community links within our programming. Excursions to the local library have commenced, dancing has commenced weekly and we are improving embedding links to community. A facebook post was sent on 8th March to welcome mature and aged care residents to support our desire to facilitate a community intergenerational program.</p> <p>29/1/2024 - The EL has followed up from Staff Appraisals in November last year and each staff member has a Professional Development Goal Plan hitting most needed areas of each employee. These include assessment and planning PD Goals. The EL will also assess how educators are using Playground (Xplor) and ensure everyone is confident using this for planning and assessment.</p> <p>6/3/2024 - Loveheart AI has been integrated to support educators to be recognised as professionals and ensure documentation is clear, concise and adhering to the EYLF and NQS's. The EL has ensured discussion with staff to use it as a guide only!</p>	In progress
7.1.1	Training to support educators to have the knowledge to contribute to the philosophy	Educators voices heard within the philosophy	High	Educators are motivated and capable to provide suggestions and ideas to input into the service philosophy	Educators provide input and suggestions	March 2024	<p>19/03/2024 - 3 Part Video series showcased at Staff Meeting specifically around Revising a Service Philosophy</p> <p>EL is also providing support to staff in this regard.</p>	Completed
7.1.3	Lead Educators capability and	Lead Educators to be strong leaders to drive	High	Induction, training and repetitive team meetings (Director, EL &	Strong heirachy in leadership across	February 2024	Some Lead Educators have undertaken Leadership Essentials Training and this is part of	In progress

Standard/Element	Issue identified during SA	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success Measure	By when?	Progress Notes	Status
	understanding of their roles lacking in a management aspect	their team on a quality approach		Lead Educators) to ensure we communicate our approach to management and set clear expectations for all	the Director, EL and Lead Educators		<p>the Lead Educator induction but regular meetings to be held to make the a stronger driving force for the service.</p> <p>14/3/2024 - Lead Educator Meeting conducted for Moondani specifically.</p> <p>18/3/2024 - Director discussed with EL regarding ensuring all current Lead Educators have engaged in the Leadership Essentials training and to prioritise their non contact time to engage in this. Follow up required.</p> <p>19/3/2024 - Lead Educator Meeting conducted prior to staff meeting.</p>	
7.1.3	Lack of staff feedback around quality approaches	Gaining more staff feedback around quality	Medium	Establish feedback mechanisms for staff to provide input on decision-making processes. This can include suggestion boxes, regular surveys, or scheduled feedback sessions, allowing for continuous improvement.	Staff are more motivated and involved to provide feedback especially around continuous improvement	August 2024		Not started
7.2.1	Lack of staffing and dedicated management positions to conduct a thorough self assessment process. Need to get all stakeholders competent and involved.	A thorough approach to self assessment and quality improvement that is consistently reviewed and updated.	High	In 2024 there will be dedicated management roles to assist the Director with completing self assessment amongst all stakeholders. A process will be identified and a policy and procedure will be written and implemented to ensure a particular process is followed	Self Assessment happens regularly and continuous improvement is implemented in a thorough manner recorded in a timely fashion	January 2025		Not started
7.1.2	Train staff on Risk Assessments	Staff to feel more confident and capable to conduct risk assessments at a quality level	Medium	Provide training to support this and put it in the internal training hub	Educators are equipped to better understand quality approaches and complete risk assessments on a quality level	September 2024		Not started
7.1.3	Lack of organisational structure (due to staff shortages)	A strong organisational and leadership structure that presents a hierarchy to better support everyone's roles and duties.	High	Positions to be identified to support Nominated Supervisor/Director, such as Assistant Director and a more engaged Educational Leader role	The Nominated Supervisor to have support roles that are consistent and ongoing to combat the day to day	February 2024	Positions identified to be implemented beginning of 2024	In progress

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					management workload			