

# Rivervale Primary NQS Implementation Plan

# 2016-2017



Department of Education  
2016-2017



**Legend**

**G- Green: Consistently (Meeting)**    **A – Amber: Sometimes (Not meeting)**    **R – Red: Rarely (Not meeting)**

**Quality Area 1: Educational program and practice: Ensuring that the educational program and practice is stimulating and engaging and enhances children’s learning and development**

Quality Area and Standard	R A G	What are we doing that meets the standard?	Evidence	What do we still need to do?	Who?	What? (Including evidence collection)	By When?
<b>Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.</b>							
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.		EYLF used Formation Yr1,Yr2 Syllabus TAC,DOCs assessment linked to teaching	<ul style="list-style-type: none"> <li>Teacher planning</li> <li>Whole School programs</li> <li>L&amp;S</li> <li>PM Benchmarks</li> <li>T4W</li> </ul>	More detailed planning linked to assessment K-2 Gaps in Yr 1 planning and assessment	Admin to guide	Fortnightly meeting	Mid 2018
1.1.2- Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program.		Is linked to “move on” students	<ul style="list-style-type: none"> <li>Teacher planning</li> </ul>	Get it happening K – 2	Admin to guide	Evident in planning documents especially GEP’s	Mid 2018
1.1.3- The program, including routines, is organised in ways that maximise opportunities for each child’s learning.		✓ Most year levels	<ul style="list-style-type: none"> <li>Teacher planning</li> </ul>	<ul style="list-style-type: none"> <li>Across K – 2</li> <li>Collaboration time for meetings PL day</li> <li>Transition plan</li> <li>Connected practise Y K-2</li> </ul>			

1.1.4- The documentation about each child's program and progress is available to families.	✓ Semester Report (k-2) including Kindy Parent meetings in PP IEPs/GEPs (move on) P-2	RTP	Need all year levels to be at the same level	Admin, cluster collab group	Increase of TALA, SEN, report feedback and staff to parent feedback	Start of 2018	
1.1.5 -Every child is supported to participate in the program.	✓ ABE evaluation and moderation P-2	Plans/Programs RTP	<ul style="list-style-type: none"> <li>Differentiation for all SAER/SEN students in all areas at all times</li> <li>Not all staff use IBPS effectively (K)</li> </ul>	Admin, cluster collab group			
1.1.6 - Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world.	ABE evaluation and moderation P-7			Admin, cluster collab group			
<b>Quality Area and Standard</b>	<b>R A G</b>	<b>What are we doing that meets the standard?</b>	<b>Evidence</b> <i>Hard copy or Technology</i> (To be observed or sighted in file)	<b>What do we still need to do?</b>	<b>Who?</b>	<b>What?</b> (Including evidence collection)	<b>By When?</b>
<b>Standard 1.2 Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.</b>							
1.2.1 - Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.		Improving but not embedded K-2	<ul style="list-style-type: none"> <li>Move students a good example of this</li> <li>Plans/Programs , meetings with Principal and Deputy</li> </ul>	<ul style="list-style-type: none"> <li>Connected practise</li> <li>Literacy &amp; Numeracy leaders required</li> <li>Better Plans and Programs</li> </ul>			
1.2.2 - Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.		Improving – requires greater links to teachers plans		Too much responding to child's ideas and not enough structure. More structured play/Intentional			

<p>1.2.3 - Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.</p>	<ul style="list-style-type: none"> <li>• Linking ABE and achievement</li> <li>• Happens sometimes in some classrooms.</li> </ul>	<p>ABE checklist, anecdotal records</p>	<p>Have every teacher being reflective and responsible</p>	<p>All staff</p>	<p>ABE checklists</p>	<p>Mid 2018</p>
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**Support required:**

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**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 and Standard	R A G	What are we doing that meets the standard?	Evidence <i>Hard copy or Technology</i> (To be observed or sighted in file)	What do we still need to do?	Who?	What? (Including evidence collection)	By When?
<b>Standard 2.1 Each child’s health is promoted.</b>							
2.1.1 Each child’s health needs are supported.		Health Plans Evac lands Health & welfare priority	Displayed SAER/LST meetings	Maintain			
2.1.2 - Each child’s comfort is provided for and there are appropriate opportunities to meet each child’s need for sleep, rest and relaxation.		Not so much in Primary school		Maintain			
2.1.3 - Effective hygiene practices are promoted and implemented.		✓	✓				
2.1.4 - Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.		Follow DET guidelines	Newsletters, letters, home phone calls	100% immunisation rate/info			
Quality Area and Standard	R A G	What are we doing that meets the standard?	Evidence <i>Hard copy or Technology</i> (To be observed or sighted in file)	What do we still need to do?	Who?	What? (Including evidence collection)	By When?
<b>Standard 2.2 Healthy eating and physical activity are embedded in the program for children.</b>							
2.2.1 - Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.		✓	✓	Maintain			
2.2.2 - Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.		<ul style="list-style-type: none"> <li>PE Time covered</li> <li>Movement Skills program</li> <li>Play structure recess &amp; Lunch</li> </ul>	<ul style="list-style-type: none"> <li>Recess &amp; Lunch</li> </ul>				

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**Quality Area 3: Physical Environment:** 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 and Standard	R A G	What are we doing that meets the standard?	Evidence <i>Hard copy or Technology</i> (To be observed or sighted in file)	What do we still need to do?	Who?	What? (Including evidence collection)	By When?
<b>Standard 3.1 Premises, furniture and equipment are safe, clean and well maintained.</b>							
3.1.1 - Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.		<ul style="list-style-type: none"> <li>• Grounds &amp; equipment</li> <li>• Playground improvement Committee &amp; plans</li> </ul>	Break time set up	Old Kindy play area	Grounds committee & admin	Revamp	End of 2017
3.1.2 - Premises, furniture and equipment are safe, clean and well maintained.		Checked regularly Playground audit/faults	Compliance audit				
3.1.3 - Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.		✓		Maintain			
Quality Area and Standard	R A G	What are we doing that meets the standard?	Evidence <i>Hard copy or Technology</i> (To be observed or sighted in file)	What do we still need to do?	Who?	What? (Including evidence collection)	By When?
<b>Standard 3.2 The environment is inclusive, promotes competence, independent exploration and learning through play.</b>							
3.2.1 - Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.		✓					

3.2.2 - Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.		✓					
Quality Area and Standard	R A G	What are we doing that meets the standard?	Evidence <i>Hard copy or Technology</i> (To be observed or sighted in file)	What do we still need to do?	Who?	What? (Including evidence collection)	By When?
<b>Standard 3.3 The service takes an active role in caring for its environment and contributes to a sustainable future.</b>							
3.3.1 - Sustainable practices are embedded in service operations.		✓					
3.3.2 - Children are supported to become environmentally responsible and show respect for the environment.		Only just beginning. Need a more coordinated Focus. Currently have a parent group coordinating on a school community level	<ul style="list-style-type: none"> <li>• Links with Science &amp; T&amp;E Community garden</li> <li>• Waterwise</li> </ul>	More awareness in : <ul style="list-style-type: none"> <li>• Recycling</li> <li>• Alternative energy</li> </ul>	STEM team Parent group	Validation could be if programs are running across the school	End of 2018.
<b>Support required:</b>							

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**Quality Area 4: Staffing arrangements:** This quality area of the National Quality Standard focuses on the provision of qualified and experienced educators and principals who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children’s active engagement in the learning program.

Quality Area and Standard	R A G	What are we doing that meets the standard?	Evidence <i>Hard copy or Technology</i> (To be observed or sighted in file)	What do we still need to do?	Who?	What? (Including evidence collection)	By When?
<b>Standard 4.1 Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing.</b>							
4.1.1 - Educator-to-child ratios and qualification requirements are maintained at all times.		✓					
Quality Area and Standard	R A G	What are we doing that meets the standard?	Evidence <i>Hard copy or Technology</i> (To be observed or sighted in file)	What do we still need to do?	Who?	What? (Including evidence collection)	By When?
<b>Standard 4.2 Educators, co-ordinators and staff members are respectful and ethical.</b>							
4.2.1 - Professional standards guide practice, interactions and relationships		✓					
4.2.2 - Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships.		✓					



4.2.3 - Interactions convey mutual respect, equity and recognition of each other's strengths and skills.



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**Quality Area 5: Relationships with children:** This quality area of the *National Quality Standard* focuses on relationships with children being responsive and respectful and promoting children’s sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

Quality Area and Standard	R A G	What are we doing that meets the standard?	Evidence <i>Hard copy or Technology</i> (To be observed or sighted in file)	What do we still need to do?	Who?	What? <small>(Including evidence collection)</small>	By When?
<b>Standard 5.1 Respectful and equitable relationships are developed and maintained with each child.</b>							
5.1.1 - Interactions with each child are warm and responsive and build trusting relationships.		All staff at all times		Maintain			
5.1.2 - Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.		All staff at all times		Maintain			
5.1.3 - Each child is supported to feel secure, confident and included.		All staff at all times		Maintain			
Quality Area and Standard	R A G	What are we doing that meets the standard?	Evidence <i>Hard copy or Technology</i> (To be observed or sighted in file)	What do we still need to do?	Who?	What? <small>(Including evidence collection)</small>	By When?
<b>Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.</b>							
5.2.1 - Each child is supported to work with, learn from and help others through collaborative learning opportunities.		Linked to ABC Linked to Values and ABE	RTP data – ABE checklists	Maintain			
5.2.2 - Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.		Linked to ABC Linked to Values and ABE	RTP data – ABE checklists	Maintain			

5.2.3 - The dignity and the rights of every child are maintained at all times.		Linked to ABC Linked to Values and ABE	RTP data – ABE checklists	Maintain			
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**Quality Area 6: Collaborative partnerships with families and communities - The Quality Area Collaborative partnerships with families and communities encourages the development of collaborative partnerships with families and communities.**

Quality Area and Standard	R A G	What are we doing that meets the standard?	Evidence <i>Hard copy or Technology</i> (To be observed or sighted in file)	What do we still need to do?	Who?	What? (Including evidence collection)	By When?
<b>Standard 6.1 - Respectful and supportive relationships with families are developed and maintained.</b>							
Element 6.1.1 - There is an effective enrolment and orientation process for families		Enrolment process very thorough	Enrolment process policy – info given to teacher.				
Element 6.1.2 - Families have opportunities to be involved in the service and contribute to service decisions.		✓	Parent meetings School and surveys				
Element 6.1.3 - Current information about the service is available to families		Website / Facebook					
Quality Area and Standard	R A G	What are we doing that meets the standard?	Evidence <i>Hard copy or Technology</i> (To be observed or sighted in file)	What do we still need to do?	Who?	What? (Including evidence collection)	By When?
<b>Standard 6.2 - Families are supported in their parenting role and their values and beliefs about childrearing are respected.</b>							
Element 6.2.1 - The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing		Starting to improve with school council, reinstating P&C will be a major indicator		Keep using the current communication forms to help increase the connectivity of families	All staff School Council	P&C reinstated	End 2018
Element 6.2.2 - Current information is available to families about community services and resources to support parenting and family wellbeing.		Yes through school nurse, Chaplain, Speech Therapists and OTs	Referrals increased	Maintain			

Quality Area and Standard	R A G	What are we doing that meets the standard?	Evidence <i>Hard copy or Technology</i> (To be observed or sighted in file)	What do we still need to do?	Who?	What? (Including evidence collection)	By When?
<b>Standard 6.3 The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing.</b>							
Element 6.3.1 - Links with relevant community and support agencies are established and maintained		Many	<ul style="list-style-type: none"> <li>• ECU</li> <li>• NGALA</li> <li>• Kindilink</li> <li>• School work</li> <li>• Chaplaincy</li> <li>• Manna</li> </ul>				
Element 6.3.2 - Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities		Handover of information thorough					
Element 6.3.3 - Access to inclusion and support assistance is facilitated		LST/SAER process	<ul style="list-style-type: none"> <li>• Pysch</li> <li>• Deputy</li> <li>• Chaplain</li> <li>• Speechies</li> </ul>				
Element 6.3.4 - The service builds relationships and engages with the local community.							



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**Quality Area 7: Leadership and service management- This quality area of the National Quality Standard focuses on effective leadership and management of the service that contributes to quality environments for children’s learning and development.**

Quality Area and Standard	R A G	What are we doing that meets the standard?	Evidence <i>Hard copy or Technology</i> (To be observed or sighted in file)	What do we still need to do?	Who?	What? (Including evidence collection)	By When?
<b>Standard 7.1 - Effective leadership promotes a positive organisational culture and builds a professional learning community.</b>							
Element 7.1.1 - Appropriate governance arrangements are in place to manage the service.		Risk assessment done every year.	Risk assessment document		Principal		March 2018
Element 7.1.2 - The induction of educators, coordinators and staff members, including relief educators, is comprehensive.		Staff induction USB provided at the start of each year and when new staff arrive		Set up mentor program	Admin		Mid 2018
Element 7.1.3 - Every effort is made to promote continuity of educators and coordinators at the service.		Staffing plan done					
Element 7.1.4 - Provision is made to ensure a suitably qualified and experienced educator or coordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.		Compliance ensured					
Element 7.1.5 - Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.							
Quality Area and Standard	R A G	What are we doing that meets the standard?	Evidence <i>Hard copy or Technology</i> (To be observed or sighted in file)	What do we still need to do?	Who?	What? (Including evidence collection)	By When?
<b>Standard 7.2 - There is a commitment to continuous improvement.</b>							
Element 7.2.1 - A statement of philosophy is developed and guides all aspects of the service’s operations.		Currently being redesigned. Service delivery plan is in print	<ul style="list-style-type: none"> <li>• Vision</li> <li>• Mission</li> <li>• Brand</li> </ul>				

Element 7.2.2 - The performance of educators, coordinators and staff members is evaluated and individual development plans are in place to support performance improvement.		Very comprehensive PM process					
Element 7.2.3 - An effective self-assessment and quality improvement process is in Place							
<b>Quality Area and Standard</b>	<b>R A G</b>	<b>What are we doing that meets the standard?</b>	<b>Evidence</b> <i>Hard copy or Technology</i> (To be observed or sighted in file)	<b>What do we still need to do?</b>	<b>Who?</b>	<b>What?</b> (Including evidence collection)	<b>By When?</b>
<b>Standard 7.3 Administrative systems enable the effective management of a quality service.</b>							
Element 7.3.1 - Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.		All staff have completed Record keeping PI					Term 3 2017
Element 7.3.2 - Administrative systems are established and maintained to ensure the effective operation of the service.		Compliant					
Element 7.3.3 - The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and of any complaints which allege a breach of legislation.		Use of Critical Incident process if required					
Element 7.3.4 - Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.		Grievance policy adhered to					
Element 7.3.5- Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.		Compliant					