

# Quality Improvement Plan 2019

## Woodend Children's Centre



Director Emmy Kiriakou

date

Governing Council Chairperson Brooke Westphalen

date

# 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>	
Woodend Children's Centre		SE0001136	
<b>Primary contacts at service</b>			
Emione Kiriakou			
<b>Physical location of service</b>		<b>Physical location contact details</b>	
Street	20 Bathbank Crescent	Telephone	(08) 83221069
Suburb	Sheidow Park	Mobile	0417416662
State/territory	South Australia	Fax	83228756
Postcode	5158	Email	dl.3689.leaders@schools.sa.edu.au
<b>Approved Provider</b>		<b>Nominated Supervisor</b>	
Primary contact		Name	Emione Kiriakou
Telephone		Telephone	(08) 83221069
Mobile		Mobile	0417416662
Fax		Fax	83228756
Email		Email	Emmy.kiriakou539@schools.sa.edu.au
<b>Postal address (if different to physical location of service)</b>			
Street		State/territory	South Australia
Suburb		Postcode	5158

## 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	08:30	08:30	08:30	08:30	08:30		
Closing time	15:00	15:00	15:00	15:00	12:30		

## Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

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

There is also street parking on Bathbank Crescent

The centre operates to the South Australian school year with 4 terms and South Australian school holidays

There are four pupil free days per year as allocated by Department for Education and Child Development (DECD)

How are the children grouped at your service?

Our preschool program offers Universal Access to preschool that is 15 hours of preschool for all children in their eligible year and operates Monday to Friday.

The centre operates to capacity most terms throughout the year and needs to have structures and routines in place which ensure children's learning and safety at all times. To this end the centre program provides a strong play based program. There is intentional teaching during play and in small groups. The children have a `café` style lunch with a teacher and educators supervising the lunch and interacting with the children. The children are offered specialised activities like cooking, relaxation, music and movement, science and a gross motor program as opportunities to extend their play experience. This day provides a balance of play based learning and intentional teaching groups for all children.

There is also an Occasional Care Program consisting of 3 sessions for over 2-year-old children with 8 children in each session and 3 sessions of under 2-year-old children with 4 children in each session. This program provides 6 sessions per week. The children are integrated into the preschool program participating in play based learning with their educators. They also have small group times with their educators during their session.

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

Emione Kiriakou Nominated Supervisor

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

Please insert your service's statement of philosophy here.

### **Vision:**

The vision for Woodend Children's Centre is to provide a quality learning environment which is accessible, inclusive and play based.

We are committed to pursue excellence in the provision of equitable and inclusive preschool and transition programs for children in their eligible year before school, and occasional care programs for children aged 1 year to 5.8 years.

### **Purpose:**

To support and meet the needs and expectations of families by providing an educational, caring and nurturing environment. We believe that parents are the first and foremost teachers of their children and the most effective learning occurs when the home and preschool work in partnership.

In all services at our centre we aim to provide a safe and secure environment for the child, and a program which is responsive and reflects the needs and interests of each child, family and the community. We encourage and support respectful and reciprocal relationships with families and the community to foster involvement in children's learning and ongoing involvement in our centre.

### **Values:**

At Woodend Children's Centre we value

- Respectfulness
- Diversity
- The right to play
- Equity
- Relationships
- Reflective Practice

## 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.

### Quality Area 1: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.2.3	section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)
1.1.1	section 168(1)(a)-(b)	Program designed for each child
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	section 168(1)(c)-(d)	Program designed for each child
1.1.1, 1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	regulation 73	Educational program
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
1.3.1, 1.3.3	regulation 75	Information about the educational program to be kept available
1.3.3	regulation 76	Information about educational program to be given to parents
1.3.3	regulation 111	Administrative Space

Standard/element	National Law (section) and National Regulations (regulation)	
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 155	Interactions with children
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 156	Relationships in groups
1.3.1	regulation 177(1)(a)	Prescribed enrolment and other documents to be kept by approved provider – the documentation of child assessments or evaluations for delivery of the educational program
1.3.1	regulation 178(1)(a)	Prescribed enrolment and other documents to be kept by family day care educator – the documentation of child assessments or evaluations for delivery of the educational program
1.1.1	Regulation 254	Declared approved learning frameworks
1.3.1, 1.3.3	regulation 274A NSW	Programs for children over preschool age
1.3.1, 1.3.3	regulation 289A NT	Programs for children over preschool age
1.3.1, 1.3.3	regulation 298A Qld	Programs for children over preschool age

## Quality Improvement Plan for Quality Area 1

### Summary of strengths for Quality Area 1

#### Strengths

- We gain initial information from parent enrolment sessions and build on this to plan individual programs. Observations and interactions with children provide us with children's current knowledge, ideas, culture and interests.
- The implementation of Early Years Learning Framework through programming for individual children using an Individual Learning Plan (ILP), assessment for learning and reporting to parents using a Summative Report.
- We plan, document and review our program effectively through a planning cycle. We have routines embedded into program e.g. lunch, library borrowing for children.
- Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
- Intentional teaching approaches are supported by play based learning and small group structure.
- Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement and evaluate the effectiveness of the program.
- Children's Voice is considered pivotal to their engagement and involvement in the formulation and delivery of the program.

## Key improvements sought for Quality Area 1

### Improvement Plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.3 2 Critical reflection on children's learning and development , both as individuals and in groups, drives program planning and implementation.	Educators understand how to use critical reflection as part of a cycle of improvement. Especially for the following areas:  <b>Intentional Teaching in play</b>  <b>Numeracy : I measure and compare my world</b>	Educators use critical reflection to plan for individual and groups of children.	H	Educators will implement teaching strategies of seeks and posing questions, providing time and support for children to have a go and supporting children to formulate their own ideas, opinions and conclusion in numeracy learning experiences,	Children's communication with staff is documented through teacher scribing, and videoing and written observations using the criteria on the Involvement Scale to identify if communication is specific and extends learning. This RRR data will demonstrate an increase in educator use of the three teaching approaches.	End of 2019	
			H	Teachers design numeracy experiences with rigour using the Preschool Indicators and in particular measurement  Educators document their reflections in journals, program planning and evaluation tools using EYLF.	Teachers can articulate children's learning, identify next steps in learning and why this is important to the child's learning.  All children are showing progress in learning  Teachers planning is more detailed with continuous planning and review being evident to all staff.	End of 2019	



			H	<p>Educators attend relevant PD to strengthen and build educator capacity and curriculum delivery and have targeted goals in PDP.</p> <p>Teachers use mathematical concepts of volume, capacity, counting and time and language of comparison, full, empty, big, small and large.</p> <p>Teachers use Literacy and Numeracy tracking tool to gather data about children's learning.</p> <p>Teacher use information from LDAR PD to support critical reflection on formative assessment practices.</p>	<p>Teachers critically review formative assessment processes, plans and programs, and adjust them throughout the year.</p> <p>Children use measurement to compare objects, events and space in our curriculum.</p> <p>Children will demonstrate an understanding of measurement in their environment.</p> <p>Teachers document and critically reflect upon the data on measurement in the curriculum and adjust teaching throughout the years</p> <p>Formative assessment processes demonstrate teacher's critical reflection which is used to support children's learning.</p>	End of 2019	
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	<b>Literacy : I understand the language of my world</b>	Teachers plan literacy experiences with rigour using Preschool Indicators in particular language to describe experiences and express ideas. They promote positive dispositions towards reading.		Teachers provide a variety of language activities which are relevant to real life. They provide diverse reading opportunities with favourite, familiar and new books and non – fiction books as part of the everyday program,  Planning documents include learning goals related to Phonological Awareness and comprehension of oral and written texts  Teachers plan for phonological awareness activities like rhyme and rhythm.  Teachers use walk and talk book to document children’s ideas.  Teachers use Literacy and Numeracy tracking tool to gather data about children’s learning.	Children use language appropriate to purpose. They influence the program with their ideas.  Children use a variety of fiction and non-fiction books to engage with texts and developing the foundations for reading.  Children’s phonological awareness is apparent as identify rhyme and rhythm in their environment. They use language in play.  Children are connected to their learning through language  Teachers document and critically reflect upon the data on planning language experiences in the curriculum and adjust teaching.	End of 2019	
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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 2: Standards and elements

<b>Standard 2.1</b>	<b>Each child’s health and physical activity is supported and promoted.</b>	
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.

### Quality Area 2: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3	section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)
2.2.3	section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
2.2.1	section 165	Offence to inadequately supervise children
2.1.1	section 166	Offence to use inappropriate discipline
2.2.1	section 167	Offence relating to protection of children from harm and hazards
2.2.1	section 169	Offence relating to staffing arrangements
2.2.1	section 170	Offence relating to unauthorised persons on education and care service premises
2.2.1	section 171	Offence relating to direction to exclude inappropriate persons from education and care premises
2.2.1	section 189	Emergency removal of children
2.1.2, 2.1.3, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.1.3, 2.2.1	regulation 78	Food and beverages
2.1.3, 2.2.1	regulation 79	Service providing food and beverages
2.1.3, 2.2.1	regulation 80	Weekly menu
2.1.1	regulation 81	Sleep and rest
2.2.1	regulation 82	Tobacco, drug and alcohol free environment



Standard/element	National Law (section) and National Regulations (regulation)	
2.2.1	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.2.3	regulation 84	Awareness of child protection law
2.1.2, 2.2.2, 2.2.3	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.2, 2.2.1, 2.2.2, 2.2.3	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.2, 2.2.1, 2.2.2, 2.2.3	regulation 87	Incident, injury, trauma and illness record
2.1.2	regulation 88	Infectious diseases
2.1.2	regulation 89	First aid kits
2.1.2, 2.2.1	regulation 90	Medical conditions policy
2.1.2, 2.2.1	regulation 91	Medical conditions policy to be provided to parents
2.1.2, 2.2.1	regulation 92	Medication record
2.1.2	regulation 93	Administration of medication
2.1.2	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.2	regulation 95	Procedure for administration of medication
2.1.2	regulation 96	Self-administration of medication
2.2.2	regulation 97	Emergency and evacuation procedures

2.2.2	regulation 98	Telephone or other communication equipment
<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
2.2.1	regulation 99	Children leaving the education and care premises
2.2.1	regulation 100	Risk assessment must be conducted before excursion
2.2.1	regulation 101	Conduct of risk assessment for excursion
2.2.1	regulation 102	Authorisation for excursions
2.1.2	regulation 136	First aid qualifications
2.2.1	regulation 161	Authorisations to be kept in enrolment record
2.1.2, 2.2.1	regulation 162	Health information to be kept in enrolment record, including the immunisation status of the child
2.2.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.2.2	regulation 161	Authorisations to be kept in enrolment record
2.2.2	regulation 162	health information to be kept in enrolment record
2.2.1	regulation 166	Children not to be alone with visitors
2.1.2, 2.1.3, 2.2.1, 2.2.2	regulation 168	Education and care service must have policies and procedures
2.1.1	regulation 168(2)(a)(v)	Education and care service must have policies and procedures in relation to sleep and rest for children

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.2.2, 2.2.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
2.1.2, 2.2.2, 2.2.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
2.2.1	regulation 274 NSW	Swimming pools
2.2.1	regulation 344 Tasmania	Safety screening clearance – staff members
2.2.1	regulation 345 Tasmania	Swimming pool prohibition

## Quality Improvement Plan for Quality Area 2

### Summary of strengths for Quality Area 2

#### Strengths

- Systems exist to support children's health needs – individual health plans, logs for medication, authorities/permissions.
- Detailed allergy/health information. Records are easily accessible and visible to staff, with photos of children and child details.
- Systems are consistently followed to record first aid administered and notify parents.
- Facilities are set up with children's autonomy in mind e. g visual prompts remind children of hygiene practices.
- Routine practices are followed for notifying families of outbreaks of infectious diseases – in line with information from CHES website.
- Varied physical activity is provided in inside and outside areas which can be accessed by children of varying ability levels.
- Playground is regularly monitored and incidents and injuries are recorded. Safe plays skills are taught explicitly.
- Playground equipment and area is audited for safety
- Emergency procedures are in place. Incidents are reported.

## Key improvements sought for Quality Area 2

### Improvement Plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
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.	All educators need up to date with current policies and procedures to identify and respond to every child at risk of abuse and neglect	Educators know what to do and when to do it by being up to date with current policies and procedures.	H	<p>Educators follow identified documentation procedures.</p> <p>Educators attend and ensure the following training is up to date                      RAN training                      SMART training</p> <p>Educators follow centre Supervision and Routine procedures and Critical Incident Procedures.</p> <p>SWISS team training on Managing problem sexualized behaviour</p> <p>Child Protection Curriculum (CPC) is part of work. All staff involved in planning for the CPC plan.</p>	<p>Educators keep accurate records and follow procedures outlined in Action Plan</p> <p>They gather information and report Mandatory Notifications.                      Staff gather information for IRMS reports.</p> <p>Supervision of both indoor and outdoor learning environments needs to be consistent and routinely adhered to by all members of staff</p> <p>Educators adhere to recommendations of the SWISS team for evidence and documentation</p> <p>CPC plan is programmed, delivered, documented &amp; reviewed throughout the year.</p>	End 2019	

## 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>	
Fir 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, 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.

### Quality Area 3: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
3.2.3	section 168	Offence relating to required programs
3.2.3	regulation 73(2)(b)	Educational program is to contribute to the outcome that each child will be connected with and contribute to his or her world
3.1.1, 3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104	Fencing and security
3.2.1, 3.2.2	regulation 105	Furniture, materials and equipment
3.1.1, 3.1.2	regulation 106	Laundry and hygiene facilities
3.1.1	regulation 107	Space requirements—indoor
3.1.1	regulation 108	Space requirements—outdoor space
3.1.1,3.1.2, 3.2.1	regulation 109	Toilet and hygiene facilities
3.1.1	regulation 110	Ventilation and natural light
3.1.1	regulation 111	Administrative space
3.1.1, 3.1.2	regulation 112	Nappy change facilities
3.1.1, 3.2.1, 3.2.2	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade

3.1.1	regulation 115	Premises designed to facilitate supervision
<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
3.1.1, 3.1.2	regulation 116	Assessments of family day care residences and approved family day care venues
3.1.1	regulation 117	Glass (additional requirement for family day care
3.1.1, 3.1.2	regulation 274 NSW	Swimming pools
3.1.1, 3.1.2	regulation 345 Tasmania	Swimming pool prohibition



## Quality Improvement Plan for Quality Area 3

### Summary of strengths for Quality Area 3

#### Strengths

- Resources are very suitable and monitored for safety regularly. Unsuitable resources are disposed of within guidelines.
- Premises, furniture and equipment are maintained and cleaned regularly and any unsafe toys, equipment or furniture are disposed of or fixed promptly.
- Indoor/outdoor environment are easily viewed. The environment provides plenty of texture, space, height and play spaces easily adapted for a variety of uses. Plenty of space, allowing for social and collaborative play.
- Children are actively involved in maintaining their safe environment e.g. sweeping, tidying, packing away, watering gardens, raking bark.

## Key improvements sought for Quality Area 3

### Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.1 The service cares for the environment and supports children to become environmentally friendly.	Educators gaining more current knowledge about environmentally sustainability practices.	Educators use this knowledge to implement and embed these practices with in the program as part of each day with the children and families.  The children, staff and families support the centre to become environmentally friendly and sustainable.	H	Educators and children research current sustainable practices so as to gain a world view.  Educators attend PD on this subject.  Environmentally friendly and sustainable projects occur throughout the year. These include a butterfly garden, bug houses and a children's water pump by the sandpit using water from back yard water tank for children to	Children voice the importance of sustainability to parents and family. Staff canvas parent feedback and suggestions in a survey. Staff capture children's voice in walk and talk book , learning stories and learning snapshots  They use the information gained in program planning and critically reflect on its effect on children's learning and their teaching. They document this in the program reflection book.  The impact of these projects on the environment and sustainability for children and staff is documented in the program reflection book Children's interest and learning is documented through their ILP's , EYLP quilt analysis & learning stories	End of 2019	



			<p>pump water from tank to sandpit. Add to and maintain garden beds with vegetables and herbs for children to plant, pick, and cook and eat.</p> <p>Use Marion Council resources and parent resources. These include Council Sustainability Department officers talk with children on recycling and sustainability in action. Invite parents to this talk.</p>	<p>Children and staff are informed by Marion Council on recycling and sustainability practices and use these idea in the curriculum as they relate to children's lives. Documentation as stated above.</p>		
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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, co-ordinators and nominated and experienced supervisors 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 4: Standards and elements

<b>Standard 4.1 Staffing arrangements enhance children's learning and development.</b>		
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
<b>Standard 4.2 Management, educators and staff are collaborative, respectful and ethical.</b>		
Professional collaboration	Element 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.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

## Quality Area 4: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	section 161	Offence to operate education and care service without nominated supervisor
4.1.1	section 162	Offence to operate education and care service unless responsible person is present
4.1.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1.1	section 164A	Offence relating to the education and care of children by family day care service
4.1.1	section 169	Offence relating to staffing arrangements
4.1.1	regulations 119–120	Age and supervision requirements
4.2.2	regulation 117A-117C	Minimum requirements for a person in day-to-day charge, nominated supervisor and family day care educator
4.1.1, 4.1.2	regulations 121–124	Minimum number of educators required
4.1.1	regulations 125–128	Educational qualifications for educators
4.1.1, 4.1.2	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1.1	regulations 137–143	Approval and determination of qualifications
4.1.1, 4.1.2	regulation 144	Family day care educator assistant
4.1.1	regulations 145–152	Staff and educator records—centre-based services

<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
4.1.1	regulation 153	Register of family day care educators
4.1.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
4.1.1, 4.1.2, 4.2.1, 4.2.2	regulation 168(2)(l)	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.
4.2.1	regulation 169(2)(d)	Additional policies and procedures in relation to monitoring, support and supervision of family day care educators (family day care service)
4.2.1	regulation 169(2)(g)	Additional policies and procedures in relation to the provision of information, assistance and training to family day care educators (family day care service)
4.1.1	regulation 239	Centre-based service offering a preschool program in a composite class in a school
4.1.1	regulation 239A	Centre-based services in remote and very remote areas—attendance of early childhood teachers
4.1.1	regulation 240	Qualifications for educators (centre-based service)
4.1.1	regulation 241	Persons taken to hold an approved early childhood teaching qualification
4.1.1	regulation 242	Persons taken to be early childhood teachers
4.1.1	regulation 243	Persons taken to hold an approved diploma level education and care qualification
4.1.1	regulation 243A	Persons taken to hold an approved diploma level education and care qualification for regulation 128 in Queensland
4.1.1	regulation 244	Persons taken to hold an approved certificate III level education and care qualification
4.1.1	regulations 260-262 ACT	Children over preschool age – minimum number of educators and qualifications required

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulations 266-267 ACT	Transitional provisions – staffing arrangements (centre-based services)
4.1.1	regulations 271-272 NSW	Minimum number of educators and qualifications and training required
4.1.1	regulation 278 NSW	Qualifications for primary contact staff members-saving
4.1.1	regulation 290 NT	General qualification requirements for educators – children over preschool age
4.1.1	Regulation 294 NT	Early childhood teacher – 60 or more children
4.1.1	regulation 385 ACT	Resignation of early childhood teacher



## Quality Improvement Plan for Quality Area 4

### Summary of strengths for Quality Area 4

#### Strengths

- Processes in place for reflective practice and staff programming
- Involvement in Marion Coast Partnership Early Years numeracy and Children's Voice projects and completing ECA on- line learning modules have been used to reflect on theorists and current pedagogy.
- Site lead Professional Learning Communities (PLC's) have been a forum to discuss and debate current practice, strengths and challenges.
- Collaboratively produced a vision and values statement which are integral to practice.

## Key improvements sought for Quality Area 4

### Improvement plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.1. Management, educators & staff work with mutual respect & collaboratively, & challenge & learn from each other, recognising each other's strengths and skills.	Recognition of staff strengths and skills which are valued for curriculum delivery needs to be conveyed in a mutually respectful environment for all staff.	Educators understand each other's job roles and how to work together to accommodate and adhere to NQS and DECD requirements so as to present a quality education and care program.	H	Evaluating and clarifying job roles as an agenda item at each staff meeting.  Educators roles at identified at PDP sessions with director.	Educators listen to other staff members and ask pertinent questions about their job roles at staff meeting.  Educators follow these identified roles in their daily work. Feedback is given by the staff member and the director about job roles at the review PDP and noted.	End 2019	

## Quality Area 5: Relationships with children

This quality area of the *National Quality Standard* focuses on relationships with children being responsive, 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 5: Standards and elements

<b>Standard 5.1</b>	<b>Respectful and equitable relationships are maintained with each child.</b>	
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
<b>Standard 5.2</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships.</b>	
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 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.

## Quality Area 5: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
5.1.2, 5.2.2	section 166	Offence to use inappropriate discipline
5.1.1, 5.2.1, 5.2.2	regulation 73	Educational program
5.2.1, 5.2.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 155	Interactions with children
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 156	Relationships in groups
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 168(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

## Quality Improvement Plan for Quality Area 5

### Summary of strengths for Quality Area 5

<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Positive relationships with children by responding to all children's needs.</li> <li>• A play based learning environment with an emphasis on social interactions with a wide range of ages.</li> <li>• Implementing the Child Protection Curriculum</li> <li>• Criteria from RRR Involvement and Active involvement scales within in the Marion Coast partnership Early Years Planning and Reflection tool are used by staff team reflect on practice and areas for improvement.</li> </ul>
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### Key improvements sought for Quality Area 5

#### Improvement plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.1 Children are supported to collaborate, learn from and help each other.	Strengthen educator interactions with children in play and at group times to so as to support children to learn from and help each other.	Educators interact appropriately with all children and use teachable moments to further children's learning.	H	Educators use a variety of strategies as stated in Quality Area 1.	Educators critically reflect upon practice and identify areas of improvement. They identify practices which need to be further explored.  Children are observed to have collaborative play.	End of 2019	

## 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.

### Quality Area 6: Related sections of the National Law and National Regulations

<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
6.1.2	section 168	Offence relating to required programs
6.1.3	section 172	Offence to fail to display prescribed information
6.1.3, 6.2.1	section 175	Offence relating to requirement to keep enrolment and other documents
6.1.1, 6.1.3	regulation 31	Condition on service approval – quality improvement plan
6.1.1, 6.1.2, 6.2.2, 6.2.3	regulation 73	Educational programs
6.1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1.3	regulation 75	Information about the educational program to be kept available
6.1.3, 6.2.2	regulation 76	Information about educational program to be given to parents
6.1.3	regulation 80	Weekly menu
6.1.1, 6.1.2, 6.1.3, 6.2.1	regulation 111	Administrative space (centre-based services)
6.1.2	regulation 155(e)	Interactions with children have regard to the family and cultural values, age, and physical and intellectual development and abilities of each child
6.1.1	regulation 157	Access for parents
6.1.1, 6.1.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
6.2.1	regulation 168(2)(j)	Education and care service must have policies and procedures in relation to interactions with children
6.1.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation
<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	

6.1.3	regulation 171	Policies and procedures to be kept available
6.1.1, 6.1.3, 6.2.2	regulation 172	Notification of change to policies or procedures
6.1.3	regulation 173	Prescribed information is to be displayed
6.1.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1.3	regulation 181	Confidentiality of records kept by approved provider
6.1.3	regulation 182	Confidentiality of records kept by family day care educator
6.1.3	regulation 183	Storage of records and other documents
6.1.2	regulation 274A NSW	Programs for children over preschool age
6.1.2	regulation 289A NT	Programs for children over preschool age
6.1.2	regulation 298A Qld	Programs for children over preschool age

## Quality Improvement Plan for Quality Area 6

### Summary of strengths for Quality Area 6

#### Strengths

- Governing Council is involved in planning and organising events and is consulted in relation to major changes such as Universal Access and National Quality Standards.
- Special events are planned to involve families e.g. Obstacle-a-thon, disco, family and special friends morning teas, mid and end of year celebrations.
- Occasional care programs facilitate staff building relationships with families before children start kindergarten
- Parents volunteer to help on excursions, helping to build relationships between staff and parents.
- Parent surveys are conducted to ensure parent opinions are heard and acted upon.
- Learning stories and snapshots are made regularly for individual children and for groups of children especially for special events, excursions etc.
- Program and newsletters are sent home to parents/caregivers as a hard copy and via e-mail.
- Facebook posts are used to inform families about the program.
- Governing Council is informed on all events connected to the centre via a Governing Council Group page on Facebook, emails and conversations between meetings.
- Children's Voice program supports links between home and kindergarten.



## Key improvements sought for Quality Area 6

### Improvement plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.2.2 Effective partnerships support children's access, inclusion and participation in the program.	Families work with staff and have opportunities to be involved in the service and contribute to service decisions.	Families are involved and contribute to curriculum and program delivery. They understand that every child is unique and has a right to be included and access and participate.	H	Parents/caregivers are canvassed to provide ideas they would like to incorporate into the curriculum. Parents know about the way they can contribute through parent forums such as Orientation meetings, Acquaintance night, AGM and at morning teas. These ideas are considered for projects developed by staff and parents.  Governing Council sub - committee formed to consider ideas for projects with interested parents and the director.	Parent participation at the Centre has increased	End of 2019	

## 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 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 directions 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.

## Quality Area 7: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	section 12	Applicant must be fit and proper person (provider approvals)
7.1.2	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.2	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.1	section 31	Condition on service approval—quality improvement plan
7.1.2	section 56	Notice of addition of nominated supervisor
7.1.2	section 56A	Notice of change of a nominated supervisor's name or contact details
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.1.2	section 161	Offence to operate education and care service without nominated supervisor
7.1.2	section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements
7.1.2	section 162	Offence to operate education and care service unless responsible person is present
7.1.2	section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
7.1.2, 7.1.3	section 163	Offence relating to appointment or engagement of family day care coordinators
7.1.2	section 164	Offence relating to assistance to family day care educators
7.1.2, 7.1.3	section 164A	Offence relating to the education and care of children by family day care service
7.1.3	section 165(2)	Offence to inadequately supervise children
7.1.3	section 166	Offence to use inappropriate discipline

<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
7.1.3	section 167(2)	Offence relating to protection of children from harm and hazards
7.1.3	section 167(3)	Offence relating to protection of children from harm and hazards
7.2.2	section 168	Offence relating to required programs
7.1.3	section 168(2)	Offence relating to required programs
7.1.2, 7.1.3	section 169	Offence relating to staffing arrangements
7.1.2	section 170	Offence relating to unauthorized persons on education and care service premises
7.1.3	section 170(3)	Offence relating to unauthorised persons on education and care service premises
7.1.3	section 170(4)	Offence relating to unauthorised persons on education and care service premises
7.1.2	section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises
7.1.2	section 172	Offence to fail to display prescribed information
7.1.2	section 173	Offence to fail to notify certain circumstances to Regulatory Authority
7.1.2	section 174	Offence to fail to notify certain information to Regulatory Authority
7.1.2, 7.1.3	section 174A	Family day care educator to notify certain information to approved provider
7.1.2	section 175	Offence relating to requirement to keep enrolment and other document
7.1.3	section 175(3)	Offence relating to requirement to keep enrolment and other documents
7.1.2	section 188	Offence to engage person to whom prohibition notice applies
7.1.2	regulation 16	Matters relating to criminal history
7.2.1	regulation 31	Condition on service approval-quality improvement plan

7.1.1, 7.2.1	regulation 55	Quality improvement plans
<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
7.1.1, 7.2.1	regulation 56	Review and revision of quality improvement plans
7.1.3	regulation 72	Offences in relation to giving false or misleading statements about ratings
7.2.2	regulation 73	Educational program
7.1.3	regulation 77(2-3)	Health, hygiene and safe food practices
7.1.3	regulation 78(2-3)	Food and beverages
7.1.3	regulation 79(2-3)	Service providing food and beverages
7.1.3	regulation 80(2-3)	Weekly menu
7.1.3	regulation 81(2-3)	Sleep and rest
7.1.3	regulation 82	Tobacco, drug and alcohol-free environment
7.1.3	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
7.1.2, 7.1.3	regulation 84	Awareness of child protection law
7.1.2, 7.1.3	regulation 85	Incident, injury, trauma and illness policies and procedures
7.1.2	regulation 86	Notification to parents of incident, injury, trauma and illness
7.1.2, 7.1.3	regulation 87	Incident, injury, trauma and illness record
7.1.2	regulation 88	Infectious diseases
7.1.2, 7.1.3	regulation 89	First aid kits
7.1.2, 7.1.3	regulation 90	Medical conditions policy

7.1.2, 7.1.3	regulation 92	Medication record
<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
7.1.3	regulation 93(3-4)	Administration of medication
7.1.3	regulation 94(2)	Exception to authorisation requirement—anaphylaxis or asthma emergency
7.1.3	regulation 95(c)	Procedure for administration of medication
7.1.2, 7.1.3	regulation 97	Emergency and evacuation procedures
7.1.3	regulation 98	Telephone or other equipment
7.1.2, 7.1.3	regulation 99	Children leaving the education and care service premises
7.1.3	regulation 100	Risk assessment must be conducted before excursion
7.1.2	regulation 101	Conduct of risk assessment for excursion
7.1.3	regulation 102	Authorisation for excursions
7.1.2, 7.1.3	regulation 116	Assessments of family day care residences and approved family day care venues
7.1.3, 7.2.2	regulation 118	Educational leader
7.1.3	regulation 120A	Placing a person in day-to-day charge
7.1.2	regulations 117A-117C	Minimum requirements for persons in day-to-day charge, nominated supervisors and family day care educators
7.1.3	regulation 124	Number of children who can be educated and cared for—family day care educator
7.1.3	regulation 136	First aid qualifications
7.1.3	regulation 144	Family day care educator assistant
7.1.2	regulations 145-147	Staff and educator records – center-based services

7.1.2, 7.2.2	regulation 148	Staff and educator records – center based services - Educational Leader
7.1.2	regulations 149-152	Staff and educator records – centre-based services
<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
7.1.2	regulations 153-154	Register of family day care educators, co-ordinators and assistants
7.1.3	regulation 155	Interactions with children
7.1.3	regulation 157	Access for parents
7.1.2	regulations 158-162	Attendance and enrolment records
7.1.3	regulation 159	Children’s attendance record to be kept by family day care educator
7.1.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
7.1.3	regulation 161(2)	Authorisations to be kept in enrolment record
7.1.2	regulation 163-166	Residents at family day care residence and family day care educator assistants
7.1.3	regulation 164	Requirement for notice of new persons at residence
7.1.3	regulation 165(2)	Record of visitors
7.1.3	regulation 166(2)	Children not to be alone with visitors
7.1.2	regulation 167	Record of service’s compliance
7.1.2, 7.1.3, 7.2.3	regulation 168	Education and care service must have policies and procedures
7.1.2, 7.1.3, 7.2.3	regulation 169	Additional policies and procedures—family day care service
7.1.2, 7.1.3	regulation 170	Policies and procedures to be followed

7.1.2, 7.1.3	regulation 171	Policies and procedures to be kept available
7.1.2	regulation 172	Notification of change to policies or procedures
<b>Standard/element</b>	<b>National Law (section) and National Regulations (regulation)</b>	
7.1.2	regulations 173-176A	Display and reporting of prescribed information
7.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
7.1.3	regulation 179	Family day care educator to provide documents on leaving service
7.1.2, 7.1.3	regulation 180	Evidence of prescribed insurance
7.1.2	regulation 181	Confidentiality of records kept by approved provider
7.1.3	regulation 182	Confidentiality of records kept by family day care educator
7.1.2	regulations 183-184	Confidentiality and storage of records
7.1.2, 7.1.3	regulation 185	Law and regulations to be available
7.1.2	regulation 344 Tasmania	Safety screening clearance – staff members
7.1.2	regulation 358 Victoria	Working with children check to be read
7.1.2	regulation 359 Victoria	Criminal history record check to be read and considered



## Quality Improvement Plan for Quality Area 7

### Summary of Strengths

#### Strengths

- The induction of educators, co-ordinators and staff members is comprehensive
- Curriculum has been guided through involvement in Marion Coast Partnership Early Years projects, Department for Education strategies and initiatives, regular whole site planning and review days
- Administrative systems are established and maintained to ensure the effective operation of the service.
- Regular Professional Development meetings are conducted for all staff to plan directions for performance, reflect upon performance as it links to site directions, Department for Education strategies and initiatives and National Quality Standards compliance and to give feedback on performance
- Governance is dynamic and flexible for each year and cohort of children with systems for compliance maintained

## Key improvements sought for Quality Area 7

### Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.3 Roles and responsibilities are clearly defined, and understood, and	Having parents volunteer for Governing Council and sub-committees.	A diverse group of parents volunteer for Governing Council. They become representatives for the parent community.	H	Encourage Parents to attend AGM, discuss with them the value of GC so they volunteer Provide Induction folders to each Governing Council member when they begin their service and include	Parents attend AGM and volunteer for Governing Council	End of 2019	

<p>support effective decision-making and operation of the service.</p>				<ul style="list-style-type: none"> <li>• Code of Conduct</li> <li>• Roles of the Governing Council</li> <li>• Site Constitution</li> </ul> <p>The content is discussed at meetings with an emphasis on reciprocal partnership in Governance.</p> <p>Governing Council promote their initiatives in a variety of forums morning teas, fundraising and centre celebrations.</p>	<p>All Governing Council members seek clarification of their roles and have an equal voice and contribution to Governing Council business.</p> <p>They are encouraged to speak with other parents about Governing Council role through newsletter articles and informal discussions at parent/family events.</p>		
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