**THIS IS AN EXAMPLE. COMPLETE YOUR QIP TEMPLATE LIKE THIS USING YOUR OWN STRENGTHS AND IMPROVEMENTS.**

**This example uses Exceeding Indicators. You can use same technique using Meeting Indicators for a Meeting rating if you wish.**

Week 27 28 August to 1 September 2023 - QIP Suggestions - complete and copy this into your QIP

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| **Element 2.2.2** | **Incident and emergency management**Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. |
| **Strengths** | **MEETING - Providing Information to Families about Emergency Procedures and Rehearsals:**We ensure that our families are well-informed about our emergency procedures and rehearsals through clear communication channels. We include details about our emergency protocols in our welcome package for new families. Additionally, we hold regular parent meetings where we discuss our emergency plans, evacuation routes, and the importance of rehearsals. We send out monthly newsletters that highlight upcoming emergency drills, explaining their purpose and what families can do to prepare their children. We also have visual aids, such as posters and handouts, placed in visible areas to remind families about emergency procedures. By maintaining open and transparent communication, we ensure that our families are aware and confident about our emergency readiness.**Training in the Use of Emergency Equipment:**Our staff undergo thorough training in the use of emergency equipment, including fire extinguishers. We conduct regular workshops led by certified trainers who demonstrate how to operate fire extinguishers effectively. Our training covers identifying types of fires, choosing the appropriate extinguisher, and hands-on practice in using them. We also integrate this training into our induction process for new staff members. Additionally, we periodically conduct mock scenarios where staff can practice using fire extinguishers in a controlled environment. This training ensures that our team is prepared to handle emergencies confidently and efficiently.**Evacuation Processes for Babies, Children, and Adults Needing Help:**Our evacuation processes are designed to address the needs of all individuals, including children with additional needs, and adults who may require assistance. Our educators are trained to evacuate them using age-appropriate carriers or cribs. We have designated staff members assigned to help evacuate those who need additional assistance, such as individuals with mobility challenges. We conduct regular drills to practice evacuating individuals with different needs, ensuring that our team is well-coordinated and familiar with the process. Our evacuation routes are designed to be accessible and clear, and our staff members are trained to communicate calmly and provide support to everyone during evacuations.**EXCEEDING****Embedded practice -** Educators provide feedback on the effectiveness of our emergency procedures. After practice, educators complete questions about what could be improved? Did everyone know exactly what their role/responsibility was? Was there an unexpected problem? What changed? Who’s responsible for implementing the changes? The Nom Sup compiles written evaluation from each room. We record verbal discussion and implement improvement changes as the final step of evaluation. **Critical Reflection -**Educators can contribute meaningfully to reflections on emergency management and are informed by past incidents. On one occasion, a staff member allowed an aggressive mother onto our premises. Practice change now precludes this. We reflected as a group during our first-aid course and refresher on possible improvements in the event of an emergency. We decided to work with our neighbour, NSW Health, to complete risk assessments together and use their defibrillator if required.**Families and community –**Meaningful and ongoing partnerships with the broader community inform our approach to emergency management. We have a strong partnership with local council, fire and police services, and SES, and have partnered with our neighbours at NSW Health, Audio Plus and Jayco to assist in reviewing plans and procedures and gaining feedback. We gained useful information and suggestions for evacuation routes, accessibility, traffic impacts, communication issues, and mobile black spots.**Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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Improvement plan (identified through assessment against NQS indicators)

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| **Standard/element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 2.2.2Week 27Date: 28/8/23 | Our emergency plans might not be as clear and practiced as they should be. | We want to make sure everyone knows what to do in emergencies and that our plans are strong and ready to use. |  | Talk to experts who know about safety.Make clear plans for different emergencies like fires or accidents.Practice these plans with the staff and children.Get feedback and improve our plans based on everyone's ideas. | *Our emergency rehearsals involve:* * conducting an overview of the procedure, for example, the educator gathers the children, explains the rehearsal (for fire emergency), checks all areas are vacant, guides children to assembly point (babies in cots, holding rope), checks all children are present
* appointing an observer
* evaluating the rehearsal (feedback from children included), considering staff roles and responsibilities
* making required changes

using the rehearsal as a learning opportunity. |  |  |
| 2.2.2Week 27Date: 28/8/23**Exceeding Embedded** | We realised that we don't have a clear process to collect feedback from educators and staff about our emergency procedures. | To have a system in place that allows educators and staff to share their thoughts about how well our emergency procedures work. |  | Create a simple feedback form for educators and staff.Make sure everyone knows how and where to submit their feedback.Set up regular meetings to discuss the feedback and find areas for improvement. | *Educators and staff provide feedback on the effectiveness of our emergency procedures. For example, we:** consider possible improvements, and ask: does everyone know their exact role/responsibility, was there an unexpected problem, what changed, who was responsible for implementing the changes?
* require a written evaluation from each educator/staff member, or record a verbal discussion.
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| 2.2.2Week 27Date: 28/8/23**Exceeding Critical reflection** | We noticed that not all educators are actively involved in reflecting on our emergency management processes, and we could do better at learning from past incidents. | Our goal is to involve every educator in discussing and learning from our emergency management practices and past experiences to improve our preparedness. |  | Organise regular meetings where educators can share their thoughts on emergency management.Encourage open discussions about past incidents and how we can learn from them.Document the insights and lessons learned from these discussions. | *All educators can contribute meaningfully to reflections on emergency management and, where relevant, past incidents inform those reflections. This includes:** individual and/or group reflections
* past incidents – rehearsals and/or actual emergencies.
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| 2.2.2Week 27Date: 28/8/23**Exceeding Families and community** | We noticed that our connections with the broader community aren't as strong as they could be, and this might affect how well we manage emergencies. | Our goal is to build strong relationships with the local community, including emergency services, so that we can work together effectively during emergencies. |  | Identify key community partners, including local emergency services.Reach out and establish regular communication with these partners.Collaborate on emergency planning and share insights from both sides.Participate in community events and exercises related to emergency preparedness. | *Meaningful and ongoing partnerships with the broader community inform the service approach to emergency management. For example:* * partnerships with local councils, schools, fire and police services, SES
* partners help provide/locate resources, review plans and procedures (via email) and provide feedback
* useful information/suggestions, such as assembly points (proximity, use by other centres/schools/organisations), evacuation route (accessibility, length, traffic impacts), communication issues (mobile black spots), school procedures (in which they may participate).
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**Summary of Exceeding Themes Standard 2.2 Safety**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 2.2.2 we have identified the following exceeding theme indicators:* *Educators and staff provide feedback on the effectiveness of our emergency procedures.*
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| 2. Practice is informed by critical reflection | In the strength example for element 2.2.2 we have identified the following exceeding theme indicators: * *All educators can contribute meaningfully to reflections on emergency management and, where relevant, past incidents inform those reflections.*
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| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 2.2.2 we have identified the following exceeding theme indicators:* *Meaningful and ongoing partnerships with the broader community inform the service approach to emergency management.*
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