**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 26 to 30 August to 2024 - 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 -** Overview of Emergency Rehearsals: During our emergency rehearsals, the educator gathers the children and explains the procedure, such as what to do in a fire emergency. We check all areas to ensure they’re vacant, guide the children to the assembly point (babies in cots or holding a rope), and confirm everyone is present. We appoint an observer to evaluate the process, including feedback from the children, and make necessary changes. These rehearsals are also used as valuable learning opportunities.  Providing Information to Families: We keep families informed about our emergency procedures and rehearsals through their preferred communication channels, like email or a private Facebook group. Before each rehearsal, we provide details about the timing and what to expect, ensuring that families are well-prepared and understand the importance of these drills. Our goal is to ensure all children and staff can respond appropriately, with families confident in our preparedness.  Planning and Implementing Learning About Emergencies: Educators integrate learning about emergencies and responses into the curriculum. For instance, we use emergency rehearsals, weather events like storms or fires, and even relevant news reports as teaching moments. We also organise visits from emergency services such as the SES, police, or fire brigade to give children a firsthand understanding. Additionally, we discuss current issues like Covid to help children grasp the significance of safety measures.  **EXCEEDING**  **Embedded practice -** **Feedback on Emergency Procedures:** Educators regularly provide feedback on the effectiveness of our emergency procedures. After each rehearsal, we evaluate whether everyone knew their roles and responsibilities, identify any unexpected problems, and discuss necessary changes. Feedback is documented, either through written evaluations from each staff member or recorded in group discussions. This continuous feedback loop helps refine our procedures, ensuring they are practical and effective for all scenarios.  **Critical Reflection -****Educators' Contributions to Reflections:** All educators are encouraged to contribute to reflections on emergency management, drawing from both rehearsals and past incidents. Individual and group reflections allow educators to share insights, experiences, and suggestions for improvement. Past incidents, whether actual emergencies or rehearsals, inform these reflections, helping us learn and adapt. This collective approach ensures a thorough evaluation of our practices and enhances our preparedness for future emergencies.  **Families and community –****Community Partnerships and Emergency Management:** Our service’s approach to emergency management is strengthened by meaningful partnerships with the broader community, including local councils, schools, and emergency services like the SES, fire, and police. These partners provide valuable resources, review our plans, and offer feedback. For example, they help us identify the best assembly points and evacuation routes, considering factors like accessibility and traffic. Their input is vital in refining our procedures and ensuring comprehensive emergency preparedness.  **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** |
| 2.2.2  Week 27 | 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. |  |  |
| 2.2.2  **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. |  |  |
| 2.2.2  **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. |  |  |
| 2.2.2  **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). |  |  |

**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.* |
| 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.* |
| 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.* |