The self-review processes have met the standards outlined in the DIAF policy guidelines:
(Processes used, team members/roles, DIAF rubrics, timelines)

**Evidence**
- A clear self review process was evident and the DIAF was strategically used to analyse site progress and plan future priorities.
- Use of demographic, perception, learner achievement and process data was evident in the self review process.
- Collaborative staff relationships and strong parent involvement have supported the self review process.

**Commendations**
The panel commends the Director and teacher on the thoroughness of the preparation for the validation presentation. The combination of each of each of the presentation elements provided a comprehensive view of the ongoing development of Barbara Kiker. There is a clear existence of defined and practiced review structures that promote children’s learning and connect staff with whole site priorities. It was clear to the panel that the high quality processes that have been developed in the centre have been used to drive site improvement. The evidence and data collected for the self review and the ongoing staff reflection and analysis of evidence have driven high level improvements.

**Recommendations**
There is an opportunity for staff to look for ways to involve parents in the work toward meeting the National Quality Standard.

**Effective plans and processes have been developed to address the findings of the self-review:**
(Clear cycle of improvement developed with issues identified, action planned, resources allocated, progress monitored and reviewed; plans and processes linked to site Improvement Plan, Annual Report and Performance Plan)

**Evidence**
A clear cycle of improvement and self review has been developed in the centre. The processes used to drive improvements over a two year period were systematic and organised. Staff analysed a range of data, used this to drive improvement, engaged in strategic planning based on evidence from the data, ensured ongoing monitoring of progress and then reviewed the site progress at the end of each preschool year. All work clearly linked with the priorities in the Site Improvement Plan and the information provided in the Annual Report. Strategic use of resource allocation was also evident.

**Commendations**
The panel commends the staff on the high standard of work involving all aspects of the self review cycle. There was a systematic organised process of site improvement and a strategic focus on seeking funding for priorities and using these to make small and large scale improvements to the outdoor environment, building improvements and a focus on children’s learning.

**Recommendations**
There is an opportunity to build on from the work that has been done around the DIAF in the development of the Quality Improvement Plan and other NQS requirements.
<table>
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<th>Evidence of Outcomes</th>
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| **Improvements in quality outcomes over time have been evident:**  
(Evidence of learner achievements, Literacy/Numeracy, attendance, enrolments, parents surveys)  
**Evidence**  
- High quality documentation on children’s learning which demonstrates children’s knowledge, skills and dispositions.  
- The sample of Summative Reports the panel viewed were of a high standard and provided evidence that staff had had a sound knowledge of each child’s strengths, needs, knowledge and skills  
- Enrolment data has been used to drive building improvements and plan around universal access  
- Parent feedback has been considered in decisions made about the centre.  

**Commendations**  
The panel commends the staff on the way their journey of self improvement has led to a genuine focus on children’s interests strengths and needs in the educational program. The learning environment and the strong inquiry focus underlying the program is of a high standard and strongly embraces the Principles, Practices and Learning Outcomes of the EYLF.  

**Recommendations**  
There is an opportunity for the staff to consider the timely collection of information on children’s learning from the start of preschool. Individual learning plans could then be written early in a child’s preschool enrolment reflecting a specific plan for each child which will then inform the educational program. Data collected can then be used to demonstrate each child’s learning journey and progress throughout the preschool year.  

**Summary Comment:**  
Congratulations on the outstanding work you have done as a staff team on the self review process. The panel commends the staff for their hard work, high levels of energy and commitment and the strong collaborative approach. It was clear to the panel that the self review cycle is embedded in this centre and that you are well placed to continue work on an improvement focus through the National Quality Standard.  
The centre is well organised and has high level processes have been developed over time and support improvement. Data has been analysed and used to inform the program and planning at the centre and to provide a basis for future priorities.  
Demonstration of the learner achievement in the Annual Report shows that staff have worked consistently with children and are aware of their knowledge, skills and dispositions by the time children finish preschool. I encourage you to use the regional office support to focus on recommendations in this report particularly around improved and timely data collection on individual children.  
I thank all staff for the outstanding effort in moving the centre forward across a range of high quality improvements.

Signed: ........................................
Regional Director/Assistant Regional Director  
Date: 20/12/2011

Signed: ........................................
Site Leader