



<p style="text-align: center;">Service Details</p> <p>Baringa Childcare Centre 64 Baddeley Crescent, SPENCE ACT 2615 L: 02 6258 8891 E: baringa@actwebt.net PR-00005806</p>	<p style="text-align: center;">Nominated Supervisor</p> <p style="text-align: center;">Judy Small 0400 986 270 Centre Director</p>	<p style="text-align: center;">Hours of Operation</p> <p style="text-align: center;">Open Hours Monday – Friday 7.30am – 6.00pm Session Times Morning 7.30am – 1.00pm Afternoon 1.00pm – 6.00pm</p>
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Centre Philosophy

Aboriginal and Torres Strait Islander Perspectives: We work with children to explore concepts related to Indigenous world views to enrich their understanding of the places in which we reside and to which we are connected. Aboriginal and Torres Strait Islander perspectives are embedded within our daily practise and planning with guidance from local Elders and Yunkaporta’s 8 ways of learning.

Being: We strongly support children’s right to ‘be’. We provide flexible, supportive and inclusive care where children are empowered to be present and deeply engaged in the world around them.

Belonging: We place great emphasis on connection for children and families within our Centre. We acknowledge each child, and each family’s unique background, culture, beliefs, prior experiences and skills to form practices that create a sense of belonging.

Relationships: We encourage the formation of safe, secure and supportive relationships. We identify that relationships are essential to children’s learning thus building connections and promoting the creation of bonds. We value rich, trusting and respectful partnerships with families and the community.

Assessment: Assessment is an essential tool to help us plan for and support children’s learning. Through assessment, we collect information to plan effectively, create rich educational experiences and generate pathways for children’s ongoing learning and development.

Play: We facilitate play-based learning thus empowering children to make sense of their world, develop and explore their own interests and ideas, develop curiosity, creativity and problem-solving skills. Through play we build relationships, social skills and language. Whilst engaging in play we support, guide and extend children’s learning.

Agency: We support the development of independence as each child discovers their abilities to make their own decisions and to develop the confidence to explore and make sense of their surroundings. A sense of agency is an important part of a strong sense of identity.

Dispositions for Learning: We provide learning environments in a way where every child has the opportunity to experience curiosity, cooperation, creativity, persistence and enthusiasm.

Pedagogy: Our pedagogy is based on a combination of core values, experiences and professional knowledge about children and education.

We utilise reflective practices to ensure that our pedagogy is up-to-date and effective.

Resilience: We create brave environments to promote perseverance, positivity and a sense of self-belief thus enabling children to succeed in the face of challenges.

Diversity: We ensure that we make everyone feel welcome, valued and accepted, irrespective of their age, culture, background or ability. We acknowledge that children learn within their family/community groups and bring rich knowledge and a range of experiences and identities to their learning.

Scaffolding: We embed high-quality scaffolding within experiences to promote a deeper level of learning. This support is tailored to meet the needs for each child. Our practice promotes learning that is accessible to all.

Additional Information

One week closure over Christmas and New Year Closed on Public Holidays	Centre Rooms Geckos Room (Birth – 2 years) 16 children Joeys Room (Birth – 2 years) 16 children Possums Room (2 years - 3 years) 15 children Wombats Room (2 years - 3 years) 10 children Koalas Room (2½ years – 3½ years) 20 children Crocodiles Room (3½ years – 5 years) 22 children Dingoes Room (3½ years – 5 years) 22 children	Certified Supervisors Judy Small Betty Lam Vicki Joyce Julie Lofts
50 - 55 employees within the service Staff varying in age, experience, length of employment, term of employment and cultural background		50 - 55 employees within the service Staff varying in age, experience, length of employment, term of employment and cultural background
Operational since 1986	Have free parking for employees and families	Provide a 4 week rotation meal plan
Disabled access and facilities	Indoor & Outdoor play facilities	Works closely with Spence Mount Roger Preschool & Taqwa School

QUALITY AREA 1: Education Program & 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.

Evidence of achievement

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child’s learning & development.
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.

Element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
Element 1.1.4	The documentation about each child's program and progress is available to families.
Element 1.1.5	Every child is supported to participate in the program.
Element 1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.
Standard 1.2	Educators & co-ordinators are focused, active & reflective in designing & delivering the program for each child
Element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
Element 1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
Element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

Strengths

- To incorporate our community within our program for our children, we have planned for events such as Grandparent Day and Asthma Awareness Pyjama Week. Families will be included within these events and extend out. One of our most successful community event was our Camping Day where communities around our building i.e. the churches, the two other schools within the grounds and the dance school were invited to join in.
- We use a lot of family input, children observations and their routines to make up their programs. It can often be spontaneous areas because we understand that children's interests can change quickly.
- We have incorporated diaries now where all educators can reflect on each day. This has been great as it allows us to reflect on the day as a whole and different perspective in particular relief educators.
- We program upon a daily and weekly basis. This can be flexible as there are things we find children needs extending right away.
- We have different areas in our program to include different ways to extend for children such as intentional teaching, spontaneous experiences, children's interests and family input so we can provide learning in different ways for our children.
- We have begun using a new software called QKeYLM to document all of our observations, programs and reports. This has been a great program as it allows us to implement a holistic program.

Areas for Improvement

Standard/Element/Description	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.
Identified Issue:	We need improvements in connection with the community in the centre as a whole
Outcome or goal we seek:	To be more involved and have more knowledge
Priority (L/M/H):	Medium
Steps to achievement:	<ul style="list-style-type: none"> • To source more events that we can celebrate with our community

	<ul style="list-style-type: none"> To source other ways that allows us to include our community Contact other centres and see how they include their community within the program Implement ways into our programs
Success Measure:	The children displays a sense of belonging to the community
By when:	Ongoing
Further notes:	<ul style="list-style-type: none"> We have created a calendar and it's displayed for families, educators and children to see. It includes a variety of cultural events, random days and Baringa events on the calendar.

Areas for Improvement	
Standard/Element/Description	1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
Identified Issue:	
Outcome or goal we seek:	To include more knowledge of each child's culture
Priority (L/M/H):	
Steps to achievement:	<ul style="list-style-type: none"> Send our questionnaire to parents about the child's cultural background and what festivals they celebrate in their homes When the forms are returned, we will include the festivals and celebrations into the calendar of events As these events and festivities approach, we can incorporate these within the program and further learn about them with the children Possibly have a dress up day where we can dress up in different cultural costumes Have a world map displayed so children can show where they're from Traditional artworks displayed and discussed and music played as a part of the discovery of cultures Foods and meals can also be included as part of the learning Languages can be another incorporation
Success Measure:	Children display a better understanding and knowledge about everyone's culture
By when:	Ongoing
Further notes:	<ul style="list-style-type: none"> We have created a calendar and it's displayed for families, educators and children to see. It includes a variety of cultural events, random days and Baringa events on the calendar.

Areas for Improvement	
Standard/Element/Description:	1.1.4 The documentation about each child's program and progress is available to families.
Identified Issue:	Not all families have convenient access
Outcome or goal we seek:	For all parents and families to be have access to their child's progress
Priority (L/M/H):	M
Steps to achievement:	<ul style="list-style-type: none"> Ask parents/families if they can get access to the information
Success Measure:	All families are happy with their access to their child's progress
By when:	November 2016
Further notes:	

QUALITY AREA 2: Children's Health & Safety

This quality area of the National Quality Standard focuses on safeguarding and promoting children's health and safety

Evidence of achievement

Standard 2.1	Each child's health is promoted.
Element 2.1.1	Each child's health needs are supported.
Element 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.
Element 2.1.3	Effective hygiene practices are promoted and implemented.
Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
Standard 2.2	Healthy eating and physical activity are embedded in the program for children and any hazard likely to cause injury.
Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
Standard 2.3	Each child is protected.
Element 2.3.1	Children are adequately supervised at all times.
Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.

Strengths

- We provide a nutritionally balanced menu for our children. It has been reviewed and recommended by an approved nutritionist
- Children and families are provided with all the necessities for their child/ren to feel comfortable in. This includes but are not limited to clean beddings, comforters, dummies and bottles
- Educators role model hygiene practices with the children i.e. washing hands after activities or an occurrence. We have had dental professionals to converse with the children about dental hygiene also.
- Appropriate health and hygiene practices are in place with our policies and procedures. We inform children and families of these standards and ask them to perform as necessary. We have easy access to hygiene facilities so good hygiene practices are accessible
- Gloves are always worn when dealing with faeces, body fluids, snots and discharges followed by appropriate hand washing procedures. Children are educated with the importance of hygiene such as handwashing. Children are excluded from the centre to reduce the spread of infectious diseases.
- Children are offered a variety of healthy choices throughout our menu, are encouraged to have plenty of water and water is available to them at all times.
- We ensure that when ratios permit, indoor and outdoor play are provided
- High or exact ratios are maintained at all times
- Sleeping children are checked on every 15 minutes
- Maintenance book for recording any risks or hazards are available to all educators to ensure maintain a low level of mishaps.
- Centre is cleaned throughout the day by our educators and a professional clean at the end of every day is done by our contract cleaners
- All chemicals are stored away from reach of children

Areas for Improvement	
Standard/Element/Description	2.3.1 Children are adequately supervised at all times.
Identified Issue:	New outdoor equipment area is not always appropriately supervised
Outcome or goal we seek:	To have all areas supervised at all times
Priority (L/M/H):	H
Steps to achievement:	<ul style="list-style-type: none"> • Discuss at Team Leader meeting to provide a practical plan to resolve this issue • Implement the plan • Evaluate the plan – if it's negative, develop another solution
Success Measure:	That all areas are supervised adequately
By when:	ASAP
Further notes:	

Areas for Improvement	
Standard/Element/Description	2.3.4 Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.
Identified Issue:	Not all educators are aware of their role and responsibility in Mandatory Reporting
Outcome or goal we seek:	To have all educators informed and aware of Mandatory Reporting including students and volunteers
Priority (L/M/H):	H
Steps to achievement:	Include this into our induction process
Success Measure:	All educators informed and aware of Mandatory Reporting including students and volunteers
By when:	ASAP
Further notes:	

QUALITY AREA 3: Physical Environment	
This quality area of the <i>National Quality Standard</i> 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.	
Evidence of achievement	
Standard 3.1	The design and location of the premises is appropriate for the operation of a service.
Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Element 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.
Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.
Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
Element 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.
Standard 3.3	The service takes an active role in caring for its environment and contributes to

	a sustainable future.
Element 3.3.1	Sustainable practices are embedded in service operations.
Element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

Strengths	
	<ul style="list-style-type: none"> • Constant variety of toys and resources are available to all children at all times • Optional indoor and outdoor play is available to the children when weather and appropriate clothing permits • Resources of all ages are provided • Equipment are always cleaned when necessary • OH&S checks are maintained on a daily basis • Environment for children's play are flexible to equip children's learning • All resources are flexible for indoor and outdoor environment • Choices are provided for children to encourage their play that creates learning • Sustainability is growing within our practices but have been embedded into the children's routines for a continual practice

Areas for Improvement	
Standard/Element/Description	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.
Identified Issue:	There aren't always enough resources for our groups of children
Outcome or goal we seek:	All children have a fair opportunity to a resource they would like
Priority (L/M/H):	M
Steps to achievement:	<ul style="list-style-type: none"> • Provide a larger quantity of one resource • Provide multiple learning environments • Provide more open-ended resources for children to have access to • Encourage more practical ways to utilise resources we have less of and how children to negotiate plays
Success Measure:	When children are provided with multiple play opportunities
By when:	December 2016
Further notes:	

Areas for Improvement	
Standard/Element/Description	3.3.2 Children are supported to become environmentally responsible and show respect for the environment.
Identified Issue:	Children don't have an understanding of environment care
Outcome or goal we seek:	Children have a broader understanding of environment care
Priority (L/M/H):	M
Steps to achievement:	<ul style="list-style-type: none"> • Incorporate into our routine with the children how environment care • Start discussions during play when children are displaying acts of harm to plants or the environment
Success Measure:	When children have a daily practice of caring for the environment
By when:	Ongoing
Further notes:	

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.

Evidence of achievement

Standard 4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.
Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.
Element 4.2.1	Professional standards guide practice, interactions and relationships.
Element 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, to improve practice and relationships.
Element 4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

Strengths

- We have regular relief educators
- Ratios with children are always exact, if not are rectified ASAP
- All educators are either qualified or are working towards a qualification
- Many educators are working towards their Diploma in Early Childhood Education
- We have a vast demographic of educators within the service
- We have a high number of male educators
- Educators work collaboratively as a team
- Senior educators meet on a weekly basis to maintain consistency and address issues or concerns and have them addressed

Areas for Improvement

Standard/Element/Description	4.1.1 Educator-to-child ratios and qualification requirements are maintained at all times.
Identified Issue:	Educators on leave are not always appropriately replaced and quite often more than 1 educator will be away at the same time which affects the quality and continuity of care for children
Outcome or goal we seek:	Educators are always appropriately replaced Educators to work more cohesively to ensure that care for children can be maintained
Priority (L/M/H):	H
Steps to achievement:	<ul style="list-style-type: none"> • More orientation time for educators to become more informed before being included within ratios • Work with other educators within your room about having leave so it can be minimise the disruption to the room and for the children • Provide as much notice as practical for time off • Having a more accessible roster, possibly switching to an online roster system
Success Measure:	When educators are on leave and relief educators replace them, the transition is smooth and creates a quality environment for children and

	educators. Relief educators can become more knowledgeable in different rooms
By when:	3 months (January 2017)
Further notes:	

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

Evidence of achievement

Standard 5.1	Respectful and equitable relationships are developed and maintained with each child.
Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
Element 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.
Element 5.1.3	Each child is supported to feel secure, confident and included.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.
Element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
Element 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.
Element 5.2.3	The dignity and the rights of every child are maintained at all times.

Strengths

- We are always within ratios or above which helps with allowing more attention for children
- In the babies room, we have been experimenting with primary caregiving which allows more intimate relationships between educators and babies
- Multiple professional development opportunities are available to educators to gain further knowledge and understanding on how to problem solve with different children's personalities and behaviours
- PECs are accessible for all children to use when communication can be a problem

Areas for Improvement

Standard/Element/Description	5.1.1 Interactions with each child are warm, responsive and build trusting relationships.
Identified Issue:	Some educators raise their voices when they communicate with children and stand over them when they talk to them
Outcome or goal we seek:	Meaningful interactions with children are observed
Priority (L/M/H):	H
Steps to achievement:	<ul style="list-style-type: none"> • Provide professional development for educators • Address these matters when observed and provide how we as educators should interact with children
Success Measure:	When positive interactions are observed by all
By when:	ASAP then ongoing
Further notes:	

Areas for Improvement	
Standard/Element/Description	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.
Identified Issue:	There can be 'favouritism' shown towards some children and some children can be left out
Outcome or goal we seek:	All children are treated equally and are provide opportunities
Priority (L/M/H):	H
Steps to achievement:	<ul style="list-style-type: none"> • Address the issue to all educators • Highlight the importance of this concerning matter • Address issues as they occur
Success Measure:	No favouritism can be observed
By when:	ASAP and ongoing
Further notes:	

Areas for Improvement	
Standard/Element/Description	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.
Identified Issue:	Behavioural guidance can be often turn into disciplinary actions
Outcome or goal we seek:	Educators are equipped with the knowledge on positive guidance
Priority (L/M/H):	H
Steps to achievement:	<ul style="list-style-type: none"> • Address these issues to all educators • Provide professional development to all educators to further their understanding and how their practice can be improved • Identify children with behaviour of concerns and create a plan to assist with these behaviours (these should be within each rooms)
Success Measure:	When educators display positive guidance to all children and assist with their learning
By when:	ASAP and ongoing
Further notes:	

QUALITY AREA 6: Collaborative Partnerships with Families & 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.

Evidence of achievement

Standard 6.1	Respectful supportive relationships are developed and maintained.
Element 6.1.1	There is an effective enrolment and orientation process for families.
Element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
Element 6.1.3	Current information about the service is available to families
Standard 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.
Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
Element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
Standard 6.3	The service collaborates with other organisations and service providers to

	enhance children’s learning and wellbeing.
Element 6.3.1	Links with relevant community and support agencies are established and maintained.
Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Element 6.3.3	Access to inclusion and support assistance is facilitated.
Element 6.3.4	The service builds relationships and engages with their local community.

Strengths	
<ul style="list-style-type: none"> Families have access to their children’s portfolios and learning stories at all times through our new online system – QKeYLM A website with information is accessible to everyone Transitions throughout the centre are 	

Areas for Improvement	
Standard/Element/Description	6.3.2 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities. & 6.3.4 The service builds relationships and engages with their local community
Identified Issue:	Have more opportunities to connect with the preschool by our centre. Also, connect with the local bakery, library, family businesses, fire brigade, police etc
Outcome or goal we seek:	Connect more with our immediate community
Priority (L/M/H):	H
Steps to achievement:	<ul style="list-style-type: none"> Create a calendar to incorporate activities and invite the community to participate Collaborate with families about events they share Incorporate these events within our calendar and curriculum Walk and meet our community with our children Write up a ‘Learning Transition Statement’ Invite ‘Primary School’ children to discuss with our children
Success Measure:	As a centre we feel more connected within our community
By when:	3 months and ongoing
Further notes:	

QUALITY AREA 7: Leadership & Service Management	
<p>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. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.</p>	
Evidence of achievement	
Standard 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.
Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.

Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
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.
Standard 7.2	There is a commitment to continuous improvement.
Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.
Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
Element 7.2.3	An effective self-assessment and quality improvement process is in place.
Standard 7.3	Administrative systems enable the effective management of a quality service.
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.
Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.
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.
Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

Strengths
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Areas for Improvement	
Standard/Element/Description	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
Identified Issue:	Not all staff are aware of where the archived records are
Outcome or goal we seek:	All staff become aware of where the archived items are
Priority (L/M/H):	L
Steps to achievement:	<ul style="list-style-type: none"> Inform all staff where the archived information are at the staff meeting
Success Measure:	All staff are aware of where the archived records are
By when:	Next staff meeting
Further notes:	