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Polyhigh Strategic Plan 2022- 2025 (updated June 2023)



Ko te tamaiti te putake o te kaupapa

Putting the child at the heart of all you do.

Our Vision

Polyhigh is a place and a community in which staff and parents work together to fulfil each child's development potential by providing quality early childhood learning in a safe, happy, engaging, and sustainable environment.

Our Philosophy

The following bullets summarise the core principles that make up the Polyhigh philosophy, or 'how we work'. These are 'bottom lines', which stay the same regardless of the specific goals we set later in this plan.

We:

- are a not-for-profit, community-focused Childcare Centre.
- strive for quality in the services we provide, with a commitment to evidence-based learning practices and high teacher-child ratios.
- provide a stimulating, inclusive, and multi-cultural learning environment, acting in a way that is respectful of ourselves, other people, and our wider community.
- encourage and value the input of families and the community and promote collaboration with others who share similar aims to ours.
- incorporate the following virtues into our learning programme:
 - Relationships/Nga Hononga – We work collaboratively (mahi ngatahi) and establish reciprocal relationships and partnerships with whānau. We acknowledge that culture, home practices, and whānau aspirations for their children/tamariki are pertinent to children's identity and mana and incorporate these into teaching and learning (ako).
 - Quality/Tikanga rangatira – We believe quality is about creating and maintaining high standards across all educational contexts.
 - Love/Aroha: We believe love is fundamental to early childhood learning and development. If adults work from a place of love, children and whanau will feel cherished and a strong sense of belonging (manawhenua).
 - Respect /Manaaki – We nurture and respect differences and aim to install within each person a strong sense of identity and belonging.
- acknowledge Te Tiriti O Waitangi as the founding document of Aotearoa New Zealand, embracing Te Ao Māori, Tikanga Māori and Te Reo Māori as an integral part of Polyhigh's policies and practices.
- are committed to environmental sustainability and place a strong focus on health and well-being.
- are committed to place-based learning and celebrate aspects of the RIE (Resources for Infant Educarers) and Reggio Emilia philosophies.

How are we going?

The summary findings of the most recent ERO review (Feb 2023)

Children benefit from a responsive bicultural curriculum that is based on the centre's philosophy and Māori values. Children have many opportunities to learn about the bicultural heritage of Aotearoa New Zealand, including learning about local legends and places of significance. The learning environment is resourced in ways that show Māori children's language, culture and identity is valued. Teachers have yet to deeply explore with whānau Māori, what educational success means for them.

Older children explore their ideas through long term projects and artwork. Teachers extend learning and build children's social competency through positive guidance strategies and rich conversations. They build caring and reciprocal relationships supporting children to develop a sense of belonging. Infants and toddlers benefit from calm, attentive teachers who support them to lead their own learning and are highly responsive to their verbal and non-verbal cues.

There are useful guidelines for teachers for planning, assessing, and evaluating learning. Children's assessment documentation forefronts learning dispositions however, documentation does not yet consistently show progression of learning in relation to the learning outcomes of *Te Whāriki*, the early childhood curriculum. Positive relationships with parents are evident. Teachers are increasingly working towards building learning- focused partnerships with all parents.

Leaders and teachers work collaboratively to build their professional practice. Self-review is used to inform change by reflecting on existing practice. There is a framework for internal evaluation in place. However, leaders and teachers are yet to effectively use internal evaluation for improvement.

The board is proactive and well informed about the day-to-day operations but do not yet receive sufficient reporting about learning outcomes for all children or progress towards the strategic goals. A greater focus on aspects of compliance is required.

This means we're starting from a strong base, and the priorities set out in this Plan are focused on continuous improvement and responding to our changing environment.

Where we want to be in 2025: Our strategic vision for the next 3 years

- We continue to be recognised as a provider of high quality ECE services that are inclusive, culturally competent, flexible, and responsive to the different needs of our children and community
- We continue to develop, attract, and retain high quality staff and teachers, with Polyhigh seen as an employer of choice within the sector
- Polyhigh is an extension of the family – Our communication is clear, relevant, and timely, so that parents and whanau feel a sense of belonging and a willingness to contribute their knowledge and skills to the Centre
- We celebrate our community (place-based education) and value our environment, educating our children/tamariki on the value and practice of sustainability
- We continue to foster and make the most of our cultural diversity to facilitate multi-cultural learning
- Polyhigh is strong and resilient, and we have clear goals in place that balance the highest possible level of care with affordability
- We have maintained and future proofed the quality of our governance and institutional systems.

- We utilise technology to help us work smarter, to optimise operational management, and minimise duplication.

How we'll get there: Our strategic priorities for 2022 - 2025

Taking into account where we are at, our changing environment, and the three-year vision set out above, we intend to focus on a number of strategic priorities for 2022-2025, grouped under the four criteria as per the Licensing Criteria for Early Childhood Education and Care Services 2008.

- Curriculum
- Premises and Facilities
- Health and Safety
- Governance and Management

These are the minimum standards of each regulation, followed by the criteria against which compliance is assessed. The following pages include the actions we will take to achieve them, and the measures of success we will use are set out in more detail on the following pages.

The Statement of National Education and Learning Priorities (NELP)

The Statement of National Education and Learning Priorities (NELP) are issued by the government under the Education and Training Act 2020. The NELP must be consistent with the objectives for education. These are:

- helping children and young people to attain their educational potential.
- preparing young people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills, and the ability to form good relationships; and
- helping children and young people to appreciate diversity, inclusion, and Te Tiriti o Waitangi. (Reference NELP 2020)

From 1 January 2022 all early learning services need to have regard to the NELP within their services strategic planning, internal evaluation, evaluation, and annual planning as part of the licensing criteria requirements. Under each of these objectives sit a set of priorities which are split into two sections, actions for early learning services and actions government is taking that support the implementation of the NELP in early learning services. The last two objectives in no actions for early learning centres.

The current NELP objectives are:

- **Learners at the centre:** Learners with their whānau are at the centre of education
- **Barrier free access:** Great education opportunities and outcomes are within reach for every learner
- **Quality teaching and leadership:** Quality teaching and leadership make the difference for learners and their whānau
- **Future learning and work:** Learning that is relevant to the lives of New Zealanders today and throughout their lives (no actions for ECEs)
- **World class inclusive public education:** New Zealand education is trusted and sustainable (no actions for ECEs)

The NELP for Early Learning are attached at the end of this document. A full set of all educational priorities can be accessed through this link:

<https://assets.education.govt.nz/public/Documents/NELP-TES-documents/FULL-NELP-2020.pdf>

Strategic Quality Improvement Priorities- 2023 -2025

OBJECTIVE 1**OBJECTIVE 2****OBJECTIVE 3****LEARNERS AT THE CENTRE**

Learners with their whānau are at the centre of education

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

QUALITY TEACHING AND LEARNING

Quality teaching and learning makes a difference for learners

1

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

2

Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

3

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

4

Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

5

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Polyhigh's Learning Priorities – Highlighted in green throughout this strategic plan

- **Social and Emotional Competence**
- **Independence and self help skills**
- **Nurturing differences/Inclusion**
- **Being inclusive/support inclusion**
- **Tuakana Teina**
- **Relationships**
- **Language/Culture/Identity**
- **Literacy and numeracy**
- **Promoting self identity /cultural identity through creativity**
- **Respect**
- **Empathy for all living things**
- **Creative development**
- **Kaitiakitanga**
- **Communication**

1. Curriculum – ‘A high quality and responsive learning programme’

(1) **REGULATION 43 Curriculum standard: general** (1) The curriculum standard: general is the standard that requires every licensed service provider to whom this regulation applies to— (a) plan, implement, and evaluate a curriculum that is designed to enhance children’s learning and development through the provision of learning experiences and that is consistent with any curriculum framework prescribed by the Minister that applies to the service; and that (i) responds to the learning interests, strengths, and capabilities of enrolled children; and (ii) provides a positive learning environment for those children; and (iii) reflects an understanding of learning and development that is consistent with current research, theory, and practices in early childhood education; and (iv) encourages children to be confident in their own culture and develop an understanding, and respect for, other cultures; and (v) acknowledges and reflects the unique place of Māori as tangata whenua; and (vi) respects and acknowledges the aspirations of parents, family, and whānau; and (b) make all reasonable efforts to ensure that the service provider collaborates with the parents and, where appropriate, the family or whānau of the enrolled children in relation to the learning and development of, and decision making about, those children; and (c) obtain information and guidance from agencies with expertise in early childhood learning and development, to the extent necessary, to— (i) support the learning and development of enrolled children; and (ii) work effectively with parents and, where appropriate, family or whānau. (2) Each licensed service provider to whom this regulation applies must comply with the curriculum standard: general. (**Reference Licensing Criteria for Early Childhood Education and care services 2008**).

Our priorities for 2022-2025	Actions (What we'll do to achieve these priorities)	Indicators
A. Our curriculum is based on ‘Te Whāriki’ (the Ministry of Education’s early childhood curriculum policy statement). Our learning programme gives effect to this framework by responding to the interests, strengths, and abilities of our individual children, allowing them to learn at their level and pace.	<ul style="list-style-type: none"> Allocate time in professional learning and development plans for research, community engagement and training, with an initial focus on sustainability and biculturalism Engage a professional to workshop bicultural best practice in ECE environment with teachers Incorporate the children’s pepeha into the programme. Children can learn and share their whakapapa and knowledge with the younger children fostering the <i>tuakana teina</i> approach to learning, where a buddy system is developed, and information can be shared and assimilated <i>Polyhigh Learning Priority</i> Respond promptly to any review of guiding documents. 	<ul style="list-style-type: none"> Learning endorsed We have learner/ education and sustainability and culture <p><i>Polyhigh Learning Priority</i></p>
B. Maintain currency and responsiveness of our learning programme to reflect changes in the NZ teaching curriculum and learning environment	<ul style="list-style-type: none"> We utilise the NELP, Ngā Rāpupuku Indicators for quality for early childhood education from Te Ara Poutama, Te Whāriki and information gathered from other sources, to assist us in identifying quality improvement opportunities. We have a process in place to measure, monitor and document quality improvements. 	<ul style="list-style-type: none"> We reduce including learners learners support <p><i>Polyhigh Learning differences</i></p>
C. Further build our bicultural capability/focus on Māori & Pasifika children and whanau We meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of Preschool (NELP Priority 5).		<ul style="list-style-type: none"> We ensure gains social language <p><i>Polyhigh Learning Priority</i></p>
D. Build our focus on environmental sustainability Kaitiakitanga means guardianship and protection. It is a way of managing the environment, based on the Māori world view. A kaitiaki is a guardian.	<ul style="list-style-type: none"> Involve the community to share understanding of sustainable practices and develop a Sustainability Plan for the Centre ERO’s recommended improvements include the following actions in its Quality Improvement Planning: Make progression of learning over time in relation to the outcomes in <i>Te Whāriki</i> consistently visible in children’s individual assessment documentation 	<ul style="list-style-type: none"> Conversations parents approval School/ transition Enviro sustainability approach

<p>Polyhigh Learning Priority</p>	<p>Polyhigh Learning Priority – Creative development</p> <ul style="list-style-type: none"> Continue to develop learning focused partnerships with Māori whānau and explore what educational success means for them and use this information to inform curriculum design 	<ul style="list-style-type: none"> The Po the deli outcom Manag the Mā
<p>E. Continue to strengthen the transition to school/kura programme making it available to all children</p> <p>F. <i>Content from page 65 of He Māpuna te Tamaiti.</i></p> <p>Play is very important for the development of children's social skills and emotional competence.</p> <p>Cultural expectations and values influence social behaviour.</p> <p>Polyhigh Learning Priority</p>	<ul style="list-style-type: none"> Continue to develop and communicate the transition programme, by establishing links with kura/schools, and interacting with whanau in relation to transition needs. (Possibly joining a local Kahui Ako) Developing tools to support kaiako and teachers' understanding of children's learning progress, including for early learning, school and kura entry assessment, and social-emotional learning along the pathways, (NELP, Priority 4) Being able to initiate social interactions with peers is a key skill. We can help children to learn it by modelling how to initiate and respond to social invitations. From conflict, children learn about the impact of their behaviour on others and develop a greater sense of empathy. Intentionally teaching problem-solving skills helps children to manage and resolve conflict. 	<ul style="list-style-type: none"> Tamar social learner proble

EVALUATION:

What worked well, how do we know? Did we achieve the outcomes identified?

How will we embed and sustain the changes? Where to next?

1.1 Staffing: 'Develop, attract, and retain high quality staff'

Our staff and management are our greatest assets, and the primary means by which we achieve our vision. A focus on continuous improvement and professional learning and development are critical elements of the Centre's ability to attract, grow and retain excellent teachers. Supporting individual strengths at work means everyone can contribute their best at work. Maintaining teacher to child ratios well above statutory requirements is a core part of our operating model.

Our priorities for 2022-2025	Actions (What we'll do to achieve these priorities)	Indicators / Mea
A. Maintain teacher to child ratios at 1:3 (under 2s) and 1:8 (over 2s) compared with the statutory requirement of 1:5 and 1:10	<ul style="list-style-type: none"> Create a succession plan to support internal staff readiness and progression and provide continuity of service 	<ul style="list-style-type: none"> 2023 ERO report on the relationships and children
B. Strengthen performance management and professional learning and development mechanisms to maintain the relevance of our teaching practice and empower our teaching team	<ul style="list-style-type: none"> Develop a strengths-based approach to performance management and professional learning and development by: reviewing the current performance management system for strengths and weaknesses reviewing position descriptions so they align with the vision of the Centre 	<ul style="list-style-type: none"> Staff attrition has on average over Generating a “G
C. OPT in to pay parity to retain teachers and continue to provide quality care and education of tamariki to a high level.	<ul style="list-style-type: none"> developing a peer review/ informal feedback process to support performance discussions; and agreeing and implementing annual development plans that ensure every kaiako understands their strengths, what they uniquely contribute to the team, and what their individual development goals are 	<ul style="list-style-type: none"> Staff are receiving feedback from p manager
	<ul style="list-style-type: none"> Teachers will have up to date teaching professional growth cycles that align with the Professional Standards set out by the Teaching Council Review teacher only days to maximize learning and centre improvements and develop a plan to submit to the committee i.e., develop an in-house service week where teachers can plan for the environment and relevant professional learning and development Team leaders in line with individual teaching goals of staff will source and organise professional development opportunities Establish cluster meetings with staff from other ECE providers in order to exchange and obtain knowledge and promote Polyhigh as a desirable place to work Make basic computing skills ‘refresh’ training available for teachers 	<ul style="list-style-type: none"> Feedback from other providers Parent feedback staff to be of high quality This includes staff and learner support and across the Priority 6). We work in-depth theories around teaching practice effective teaching environment. Our professional design and delivery Learning in Action the NELP. We are committed our professional strengthen teaching support capabilities the education work We work in-depth theories around teaching practice effective teaching environment. Our professional design and delivery Learning in Action the NELP. We have high a learner/ākonga, with their whānau

		<p>deliver education and sustains the cultures (NELP Polyhigh Learning Priority)</p> <ul style="list-style-type: none"> • We strengthen the context of each about our local a • We have high a learner/ākonga, with their whāna deliver education and sustains the cultures (NELP Priority) • The annual bud pay parity and the received to mee • Retain teachers care and educat professional sta
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EVALUATION:

What worked well, how do we know? Did we achieve the outcomes/measures identified?

How will we embed and sustain the changes? Where to next?

1.2 Partnership with Whanau and Community: 'Being an extension of the family'

Whanaungatanga provides the foundation for positive learning experiences, and we actively seek strong, responsive, and respectful relationships with each family to support our children's sense of well-being and belonging. Over the last three years, the PolyHigh Storypark platform has become a thriving online learning community and supports the face-to-face engagement between staff and whanau.

Individual teaching and learning programmes are developed and regularly reviewed, and achievements communicated to parents through learning stories.

Our priorities for 2022-2025	Actions (What we'll do to achieve these priorities)	Indicators / Mea
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<p>A. Continue to strengthen communication to parents/whanau about our teaching and learning programme and our assessment and recognition of children's learning</p> <p>Polyhigh Learning Priority</p>	<ul style="list-style-type: none"> • Maintain regular updates on Storypark about the learning focuses across the centre and upcoming activities/events • Make a point of sharing activities, events, or features of daily life at the centre that whanau can reinforce/interact with their children about [e.g. – Waiata lyrics, favourite lunchtime recipes] • Team leaders ensure comprehensive coverage of individual learning stories by reviewing at staff meetings to assist profile teachers • Implement specific communication pre & post transition to school to understand whanau aspirations and inform development of transition programme 	<ul style="list-style-type: none"> • 90% of parents Storypark • All children have online learning s • 2023 ERO report the centre's rela <p>Polyhigh Learning</p> <ul style="list-style-type: none"> • Annual parent s of feedback abo • Whanau and co attended and ge parents
<p>B. Solicit more comprehensive and informative feedback from whanau</p>	<ul style="list-style-type: none"> • Taking steps to ensure close connections between family, whanau, and community needs. (Partnerships) • Issue and embed a more regular, effective online parent survey 	
<p>C. Strengthen interaction between the centre, our whanau, and our community</p>	<ul style="list-style-type: none"> • Hold three events/year that bring our whanau and community organisations together • Disseminate information to parents about changes in child-related practice & policy 	

EVALUATION:

What worked well, how do we know? Did we achieve the outcomes/measures identified?

How will we embed and sustain the changes? Where to next?

2. Premises and Facilities

(2) ***The premises and facilities standard: general is the standard that requires every licensed service provider to whom this regulation applies***— (a) to use premises and facilities that, having regard to the number and age range of the children attending the premises, provide sufficient and suitable space for a range of activities, facilities for food preparation, eating, sleeping, storage, toileting, and washing, and sufficient and suitable heating, lighting, noise control, ventilation, and equipment to support— (i) appropriate curriculum implementation by the service provider; and (ii) safe and healthy practices by the service provider; and (b) to comply with the requirements of Schedule 4 (which relates to activity spaces). (2) Each licensed service provider to whom this regulation applies must comply with the premises and facilities standard: general. (**Reference Licensing Criteria for Early Childhood Education and care services 2008**).

Our priorities for 2022-2025	Actions (What we'll do to achieve these priorities)	Indicators / Measures
A. Maintain our physical environment to regulatory standards and continue to explore options for further development and funding sources	<ul style="list-style-type: none"> Develop Asset Management Plan to identify and prioritise capital spend over the next 5-10 years A Sufficient quantity and variety of (indoor and outdoor) furniture, equipment and materials are provided that is appropriate for the learning and abilities of the children attending. (Licensing Criteria - PF4) 	<ul style="list-style-type: none"> 2023 ERO report on our physical environment and wellbeing Annual parent conversations provide positive environment
B. Explore options to improve utilisation of the physical environment and its contribution to children's physical development	<ul style="list-style-type: none"> Upgrade Tui room outside area, which includes inside/outside bathroom Investigate the potential to convert outside alcove into new bathroom for pre-school and redevelop current bathroom into shared resource room, subject to this being funded primarily through grants/fundraising Investigate the potential to extend the space available to our Tuatara creating greater learning experiences for children and minimising blind spots, with the potential to have more children in this space i.e., extend the front area out (like kiwi indoor/ outdoor space) 	
C. Continue to promote healthy nutrition and movement as part of looking after our hinengaro (mind), tinana (body), & wairua (spirit).	<ul style="list-style-type: none"> Promote healthy eating by highlighting and sharing centre recipes/menus in Storypark notices. There are facilities for the hygienic preparation, storage and / or serving of food and drink meet the requirements of the Licensing Criteria PF16. 	<ul style="list-style-type: none"> Kitchen facilities meet standard of hygiene delivery all food to National Food Safety Standard

EVALUATION:

What worked well, how do we know? Did we achieve the outcomes/measures identified?

How will we embed and sustain the changes? Where to next?

3. Health and safety

(3) **REGULATION 46 Health and safety practices standard: general** (1) The health and safety practices standard: general is the standard that requires every licensed service provider to whom this regulation applies to— (a) take all reasonable steps to promote the good health and safety of children enrolled in the service; and (b) take all reasonable precautions to prevent accidents and the spread of infection among children enrolled in the service; and (c) take all reasonable steps to ensure that the premises, facilities, and other equipment on those premises are— (i) kept in good repair; and (ii) maintained regularly; and (iii) used safely and kept free from hazards; and (d) take all reasonable steps to ensure that appropriate procedures are in place to deal with fires, earthquakes, and other emergencies. (2) Each licensed service provider to whom this regulation applies must comply with the health and safety practices standard: general. (**Reference Licensing Criteria for Early Childhood Education and care services 2008**).

Our priorities for 2022-2025	Actions (What we'll do to achieve these priorities)	Indicators / Measures
A. Emergency plans, supplies and procedures are in place to ensure the care and safety of children and adults at the service.	<ul style="list-style-type: none"> The plan must include evacuation procedures for the premises which apply in a variety of emergency situations and which are consistent with the Fire Evacuation Scheme for the Building. (Licensing Criteria HS 7) Changes to the Fire Evacuation Scheme are updated when the emergency drills change at the service. Details of the roles and responsibilities that will apply during an emergency situation (Licensing Criteria HS7-3) 	<ul style="list-style-type: none"> The environment policies are in place and the community Clear communication with whanau and the emergency. <p>Polyhigh Learning</p> <ul style="list-style-type: none"> An annual review undertaken. Regulatory checks
B. Risk management systems are in place (Licensing Criteria HS12)	<ul style="list-style-type: none"> Procedures and policies are in place to guide the centres practices and actions to mitigate potential hazards. Accident/incident records are analysed to identify hazards and appropriate action is taken. The environment is maintained and is safe at all times, for children, Kaiako and the community. It is conducive to the requirements under the health and safety regulations as per the Licensing Criteria. 	<ul style="list-style-type: none"> A documented place. Hazards to the environment eliminated, is safe. Policies and procedures are updated as legislation changes

<p>C. Guidance sought from Te Mahau, the Ministry of Education, regarding the current slip in the infants and toddlers learning area.</p>	<ul style="list-style-type: none"> Mitigation of potential harm has been actioned to prevent any potential risk and harm to children and teachers. Alternative arrangements are made to allow the infants and toddlers to utilise the outdoor play area in the short term. Frequent communication with MoE to ensure regular updates are maintained and a solution is sought moving forward. 	<ul style="list-style-type: none"> Ongoing guidance from the property service manager in the Ministry of Education to resolve the issue. Risk management processes are in place to monitor the situation. The governance and management team are involved in the permanent solution.
<p>D. Child Protection – (Licensing Criteria HS31)</p> <p>All practicable steps are undertaken to ensure tamariki, Kaiako and the community are kept safe from harm.</p>	<ul style="list-style-type: none"> There is a written child protection policy that meets the requirements of the Children's Act 2014. The policy includes information about the practices Polyhigh employs to keep children safe from abuse and neglect. Notifications are made to specific agencies when disclosures are made, or suspected abuse is reported. (i.e. Oranga Tamariki and Te Mahau, Ministry of Education). This is also documented in policies. 	<ul style="list-style-type: none"> The policy clearly identifies the steps to take if abuse or neglect is identified. The service will keep children safe from abuse and neglect, and respond to child abuse and neglect. Governance and management are clear about their obligations under the Licensing Criteria HS31 and are guided by the procedures in place to prevent abuse and neglect. Employment of staff and teachers are subject to regulatory requirements, including safety checks and the Children's Act 2014.

EVALUATION:

What worked well, how do we know? Did we achieve the outcomes/measures identified?

How will we embed and sustain the changes? Where to next?

4. Governance and Management. - Regulatory Requirements: 'A sustainable centre'

(4) REGULATION 47 Governance, management, and administration standard: general (1) The governance, management, and administration standard: general is the standard that requires every licensed service provider to whom this

regulation applies to ensure that— (aa) the service has regard to any statement of National Education and Learning Priorities; and (a) the service is effectively governed and is managed in accordance with good management practices; and (b) the service provider regularly collaborates with— (i) parents and family or whānau of children enrolled in the service; and (ii) the adults responsible for providing education and care as part of the service; and (c) appropriate documentation and records are— (i) developed, maintained, and regularly reviewed; and (ii) made available where appropriate— (A) at any reasonable time on request by a parent of a child enrolled in the service; and (B) at any time on request by any person exercising powers or carrying out functions under Part 26 of the Act; and (d) adequate information is made available to parents of enrolled children and, where appropriate, to the families or whānau of those children about the operation of the service; and (e) all reasonable steps are taken to provide staff employed or engaged in the service with adequate professional support, professional development opportunities, and resources. (2) Each licensed service provider to whom this regulation applies must comply with the governance, management, and administration standard: general (**Reference Licensing Criteria for Early Childhood Education and care services 2008**).

Our priorities for 2022-2025	Actions (What we'll do to achieve these priorities)	Indicators
<p>Governance</p> <p>A. Strengthen planning and governance systems to future proof good quality governance and mitigate loss of institutional knowledge</p> <p>B. Utilise marketing and effective communication to attract new families, improve committee visibility, and continue to build positive relations with existing families and the community</p> <p>C. Strengthen our understanding of the changing political, social and economic environment in which we work, and the potential impacts or risks this presents for the centre</p> <p>D. Better utilise data about ECE in New Zealand to inform committee discussion, decision making and reporting</p> <p>E. Employment of all staff, relievers, volunteers and teachers are completed under the regulatory requirements as per the 7 step safety checking requirements as per the Children's Act 2014.</p>	<p>Governance</p> <ul style="list-style-type: none"> Strengthen and align Annual Management Plan with the 2022-2025 strategic plan to provide greater clarity for Centre Manager and ease of reporting/decision making at Committee meetings Establish centre committee governance manual, role descriptions, and consult on updating centre constitution as appropriate, ensuring the centre governance model is fit for purpose. Prior to the AGM, the constitution is distributed for consultation where changes are made in consultation with stakeholders and the community. Establish and implement permanent, electronic storage of key Governance/Management documents including constitution. Financial documents, Employment agreement/contracts, and Planning/Management documents Key position holders to create a desk file outlining all key duties and responsibilities and a 'how to guide' to ensure continuity of service and to mitigate loss of institutional knowledge Develop a marketing and communication strategy including key message/ materials that can be used in multiple settings e.g., Parent induction pack, Transitions info, Staff induction, Recruitment processes and advertising Continue to promote the purpose and work of the committee by regularly sharing information and talking with parents e.g., working bees, meeting minutes, special notices, parent evenings, member profiles Meet and exchange views with at least two other organisations who understand the political, social and economic environment for community-based childcare in New Zealand Build leaders, teachers and governance capability to effectively undertake internal evaluation to better know what is working or not and for whom – (ERO report 2023 – improvement area) 	<ul style="list-style-type: none"> 2023 ECE placed' qualitative Overall survey a construct Prior to the constitution where changes with stakeholders Approved We have average the life of Staff attend anum plan We have and imp keeping Invest to 3 % re Before as a ch Children required (GMA7) - A re resu - Safe thre

<p>(Licensing Criteria - GMA7A)</p> <p>F. Human resource practices support the model of being a "Good Employer"</p>	<ul style="list-style-type: none"> • A written procedure for safety checking a children's workers before employment or engagement of the worker commences that meets the safety checking requirements of the Children's Act 2014. (GMA7A) • Suitable human resource management practices are implemented. (GMA7) 	<ul style="list-style-type: none"> • We ensure our environment is safe, inclusive, and discrimination-free. <p>Priority</p>
<p>Financial</p> <p>G. Continue to operate the centre as cost-effectively as possible, setting fees at a level that maximises affordability while maintaining the highest standard of care and the financial sustainability of the centre</p> <p>H. Maintain strong audit, risk management, transparency, accountability, and compliance systems</p> <p>I. Strengthen our efforts to obtain grant/third party funding, and consider fundraising options to support centre development and involve our community</p> <p>J. Pay parity components to be included in the 2023/2024 budget, including the funding increases that align with pay parity.</p> <p>K. Consideration of the 2023 government budget – allowing 20 ECE hours for 2-year-olds in March 2024.</p>	<p>Financial</p> <ul style="list-style-type: none"> • Annually review fees considering our objectives and market position to inform our budget • Maintain our children to teacher ratios to ensure we receive maximum funding each month • Maintain annual budgeting (approved by Committee) and audited reporting to AGM, with financial accounts submitted to the Charities Commission and MOE (GMA2) • Treasurer to complete an annual line by line expenditure review • Appoint a committee member as 'portfolio lead' for grant funding & fundraising, collate all information for grant applications in a single electronic storage location, and develop and implement an informal strategy for boosting this revenue source to help achieve our physical environment targets • Review the holding/investment strategy for our financial reserves • Budget analysis / forecast of how this will impact the centre. Looking at capacity, staffing and overall enrolments. This will include the conditions of the latest announcement from the education minister. (Inclusive of J and K) 	<ul style="list-style-type: none"> • To maintain financial sustainability in the long term. • We have a clear budget, monitor and review it to be viable. • An annual budget is developed and managed. • The budget is balanced and considers our financial position and the funding decisions made by the government. • The budget is developed by a professional committee, with a clear commitment for the financial sustainability of the centre. • Maintaining financial sustainability, considering the qualifications and experience of the committee members involved in the budgeting process. • Consideration of the 2023 government budget. • Physical environment targets are maintained. • Centre development and learning environments are maintained. • Allow for the implementation of the 20 ECE hours for 2-year-olds in March 2024. • Improving underfunding of the ECE sector.

<p><u>Regulatory</u></p> <p>L. Continue to comply with the constitution and rules of the Society, comply with the Licensing Criteria for Early Childhood Education and Care Services 2008,</p> <p>https://assets.education.govt.nz/public/Documents/Early-Childhood/Licensing-criteria/Sept-22/Updates-Oct-22/Updates-2023/Template-Refresh/ECE-Licensing-Criteria-Booklets-Centre-Based.pdf</p> <p>and the Education (Early Childhood Services) Regulations 2008</p> <p>https://www.legislation.govt.nz/regulation/public/2008/0204/latest/DLM1412501.html</p> <p>M. Maintain policies needed to promote certainty, safety, compliance and effectiveness.</p>	<p><u>Regulatory</u></p> <ul style="list-style-type: none"> • Update policy review programme, and review policies as they become due during the term of this plan • Update risk profile for Centre including our health and safety obligations 	<ul style="list-style-type: none"> • Polyhi alignm Licens Educa the Educa Regula
<p>EVALUATION:</p> <p>What worked well, how do we know? Did we achieve the outcomes/measures identified?</p> <p> </p> <p> </p> <p> </p>		
<p>How will we embed and sustain the changes? Where to next?</p> <p> </p> <p> </p>		

Note of thanks – the 2022-2025 strategic plan was developed in collaboration with Polyhigh's parent committee, centre management, teachers, and an external reviewer.