



Cambridge Park Public School Preschool

Quality Improvement Plan 2019

Cheryl Binns and Neil Bourke

Cambridge Park Public School Vision Statement

At Cambridge Park Public School genuine learning partnerships are nurtured through respectful relationships between students, staff, families and community members. Our learning partners are recognised and appreciated for their valuable contributions. Learner-centred experiences are provided in an innovative, flexible and engaging learning environment. We recognise and cater for student diversity and aim to build confident, resilient and self-directed learners. Life-long learning is achieved through high expectations of all, with an emphasis on the creation of high quality literate and numerate learners. We have a focus on early action and building fundamental skills for learning in the early years of education.

Service number	SE-0006819	Approved provider	NSW Department of Education
Educators	Melinda Shanahan Debbie Anderson Joanne Myers Donna Chalker Debbie Wells	Service approval number	PR-00005345
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Statement of Philosophy

Cambridge Park Preschool Philosophy

Our philosophy is a living document that is created by those involved within the preschool and school community. It will change and grow with our preschool. Our philosophy is underpinned by core Principles, Practices, and beliefs in how children grow develop and learn. We value the collaboration and partnerships with children, families, educators, the school and broader community, and outside agencies/support services.

Children:

We want children to feel safe, secure and always welcome so they feel a sense of belonging.

Children are unique and bring with them different life experiences, needs and levels of development.

We believe that children are equal and capable learners.

Each child's social and cultural background is acknowledged and respected.

The child will be exposed to open-ended experiences that allow them to learn, explore their environment and establish their own identities.

The opinions of children are sought, heard and acted upon. We include the children in relevant decision-making processes and reflection, giving them an agency in their learning.

Environment:

We see the environment as the third educator that is always challenging, stimulating, allow children to conduct their own enquiries, ask questions and investigate possible answers.

It will be safe, clean and aesthetically pleasing.

The program fosters respect, care and engagement with the natural environment, incorporating sustainable practices in all areas.

We provide an environment that encourages children to engage in appropriate and meaningful literacy and numeracy and STEAM experiences through play.

Early Years Learning Framework and

National Quality Framework:

We are guided by the elements of the EYLF - Belonging, Being and Becoming.

We follow EYLF principles and the National Quality Framework is embedded in our practices.

Educators:

Educators are respected and valued members of our working team.

It is important for Educators to foster tolerance and understanding through daily practices.

Educators will advocate for children's rights, always ensuring they are safe.

Program:

Experiences provided will be holistic, intentional and spontaneous learning through play based on children's interests and ideas.

All children will have the opportunity to develop the skills needed for lifelong learning as they transition to the school community.

The program fosters respects for children's individual learning styles and provides children with challenging opportunities, which involve risk taking, and challenges.

Educators engage in critical reflections of practices to help support children's learning and development.

We implement the Munch and Move program to support the health and wellbeing of the children.

Quality Area 1: Educational program and 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.

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment:

Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Confirmed
S.323 S.168 R.254	Is the Early Years Learning Framework used to guide the development of the program?	✓
R.73	Have you developed a program that contributes to each child's learning and development outcomes, as outlined by the learning framework?	✓
R.74	Do you document: <ul style="list-style-type: none"> • An assessment of each child's development, interests and participation in the program? • An assessment of each child's progress towards the program outcomes? 	✓
R.75	Is the information about the program displayed in a place at the service that is accessible to parents? Is evidence of the program available for inspection on request?	✓
R.76	If requested, do you provide families with: <ul style="list-style-type: none"> • Information about the content of the program and service routines and how they operate in relation to their children, including their participation? • A copy of their children's assessment/evaluation documentation? 	✓

If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.

Step 2: Identify and record your strengths.

What are the practices that demonstrate quality in your preschool?

Standard 1.1	The educational program enhances each child's learning and development.	
Approved learning framework	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.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

1.1.1

- The Early Years Learning Framework and Preschool philosophy guides our programming and children's learning. Our philosophy, which is developed collaboratively with our school community, states we believe that children learn through play. As a result they have agency and are in control of their learning.
- Children are involved in play to develop their curiosity, confidence, creativity, enthusiasm, persistence, imagination, problem solving, hypothesising and investigating skills. For example the children explore natural environments and space.
- We offer a range of cultural music/dance – African folk song/dance, Indian dancing, Maori songs and Aboriginal music/dance, and musical concepts via the interactive whiteboard. This encourages the children to share their culture and traditions with others and feel a sense of belonging.
- Children are supported through encouragement, interactions and interests to participate as valued members of the group inclusive of all cultures and beliefs.

- Educators model, scaffold, promote, and support the investigation of literacy, mathematical and scientific language and concepts. The children were involved in simple counting at group time, where the educators with the help of the children look at how many boys and girls there are within the group and add them together.
- As a team, we critically reflected on how we can support children to develop and explore their identities. As a result, children are encouraged to explore aspects of identity through role play. Interest areas within the environment like doctor's surgery, home corner and supermarkets allow children to explore different roles through play.
- Children use play to investigate, imagine and explore ideas.
- Children are confident and enthusiastic participants in their learning. Their ideas are encouraged, valued and respected, When a child was interested in dinosaurs, the educators encouraged the child to create an environment where the dinosaurs may have lived adding resources developing her confidence and sense of agency.
- We incorporate the Early Learning Languages Australia (ELLA) program into our literacy program to provide the children with opportunities to learn a new language (Mandarin) throughout their daily life.

1.1.2

- Educators interact with and observe individual children to gain knowledge of children's strengths ideas and interests and plan for these as a team. We critically reflect together and plan appropriate experiences to meet the children's individual needs. For example when a child was playing drums on the pots and pans, educators reflected and then provided a musical area for the child to explore.
- We value children's voices and incorporate them into the program through interests and ideas. This is shown through our reflections, small groups and spontaneous experiences.
- We cater for children with diverse needs and adapt our program to minimise barriers to ensure their participation. We organised a small bag of animals to help settle a child with additional needs as that is what she likes to play with. As a result we found that the time period that the child was upset decreased dramatically.
- We consult with parents on a regular basis through informal or formal meetings to ensure that we are meeting the children's individual needs. This is also displayed through the children's portfolios.
- Our daily routine caters for children to engage in play over an extended period of time, providing them with the opportunity to learn, explore, discover and socialise.

1.1.3

- Each child's uniqueness, efforts and autonomy is promoted throughout daily routines such as meal and bathroom time, sunscreen application and learning opportunities. The children collect and return their own lunch boxes and drink bottles at eating times. Their efforts are recognised through discussions and interactions. At orientation time, we discuss with families how we promote independence within our preschool.
- We provide children with strategies to make informed choices about behaviour and support play experiences initiated by children. Strategies include modelling through the social emotional program SecondStep, open questioning, demonstrating, explaining, problem solving and shared thinking.

- Each child's current knowledge, ideas, abilities and interests are the foundation of the program. This is evident in our daily reflections, interests and events record, learning stories and program that are available for parents to view and contribute to.
- Educators use intentional teaching at routine times to revisit learning opportunities like sun safety, sustainability and safe behaviour. We reflected on our bin system and found we needed to add posters to assist the children with rubbish disposal in correct bins.
- Preschool expectations are established with the children through the development of safety rules. They are displayed, reinforced by educators, and critically reflected.
- Both the indoor and outdoor environments meet children's needs through a balance of active and passive experiences. These are critically reflected on in terms of the curriculum and made changes accordingly.

Standard 1.2	Educators facilitate and extend each child's learning and development.	
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

1.2.1

- Educators draw on their pedagogy and knowledge of children through professional learning and critical reflection to guide and support their teaching practices. Educators attend professional training, watch webinars and undertake readings. After a reading on STEAM we critically reflected on the experiences in our program and how the STEAM elements can be applied to most learning environments.
- Projects based around the children's interests and experiences are followed through and extended upon. For example: A child's interest from a story about earth lead to investigation of the solar system.

- We critically reflect on our program and discussed how to provide large blocks of play and less transition times. This allows children to build on their ideas, interests, knowledge and concepts. As a result we have observed that children are more settled throughout the day.
- We work collaboratively with outside agencies to ensure that all children are able to reach their full potential. An Occupational Therapist attends fortnightly to work with a child, also Lapstone Early Childhood Intervention service attend our preschool weekly to work with a child with additional needs.
- The program supports small groups of play to encourage social interactions and language development. This has been evident through observations of children engaging in role playing such as with animals/having a picnic.
- Educators are actively involved in listening to children, extending on their language through open-ended questions/statements, promoting hypothesising and as a result, we observed that children have gained knowledge in problem solving and questioning.

1.2.2

- We intentionally scaffold children's understanding and learning and make use of spontaneous teachable moments to extend their learning. For example: A child made a worm out of playdough then said it changed to a butterfly, this led to discussions of the butterfly life cycle.
- Educator interactions extend on the children's interest through intentional and spontaneous learning. For example: Educators sit with children and allow them to guide their own learning and support this through discussions, allowing the child time to think and respond.
- Educators use a variety of teaching strategies to assist the children in achieving their goals, and at routine/transition times such as modelling, intentional teaching, and holistic approach. For example: self-help skills with the children opening their lunch boxes and containers.
- Peer support and learning is encouraged through daily practices and routines. Example – we encourage children to assist their peers to turn taps on, put paint aprons on and reminding them of preschool safety rules.
- Often many of our children are not exposed to stories at home. We critically reflected on this and at preschool we focus on literacy and phonological concepts like rhyming, stories, modelled writing and songs during literacy times.
- Children show a sense of agency as they guide their own learning through active participation during play time. For Example: A child was hesitant to accept a new challenge of going up onto the fort. However with positive educator support and role modelling he was able to take the risk with confidence.
- Educators provide learning environments that encourage the children to be challenged through exploration and open ended learning. For example: We provide a large range of loose parts for children to direct their own learning and creativity.
- Educators monitor and critically reflect on children's learning throughout their program. This assists us in future planning and where to next.
- We provide families the opportunity to contribute ideas and suggestions through the input section on our program or verbally. A family went fishing while on holidays and suggested that we could put fishing rods out with our canoe.

1.2.3

- Educators critically reflected on the importance of the value providing children with the time and opportunities to be in the moment of play without educator interruption. This allows children the opportunity to develop skills to guide their own learning.
- Educators allow children to negotiate problem-solving skills, deal with social situations, and make conscious decisions about their learning and wellbeing.
- Educators provide learning environments that encourage children to make choices encouraging and developing autonomy. Children have a variety of learning centres they can choose to engage with, work collaboratively with peers and take risks with experiences.
- Educators critically reflect on what support children may need and make any necessary adjustments. For one child who is nonverbal and has Autism Spectrum Disorder we worked with the family and early childhood specialist teacher to use sign language and picture cards so we are able to communicate.
- Children's voices and ideas are reflected within the program. This is done through asking the children and documenting what they enjoy and what they would like to do at preschool.
- The SecondStep social and emotional program we facilitate allows for open discussion between educators and children on social situations, identifying fairness, discussing feelings and ways to manage them. For example: If a child would like a turn of a toy that another child has then the program provides the child with the words they can use to negotiate a turn.

Standard 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	
Assessment and planning cycle	Element 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child's progress.

1.3.1

- We critically reflect on our processes during team meetings to meet the children's ongoing needs.
- Observations of children's learning experiences form the basis of planning further experiences and scaffold their knowledge and interests.
- Educators implement an ongoing cycle of observation, have a tracking system in place to ensure all children are regularly observed, plan, document, and critically reflect.
- Experiences and strategies are implemented to support children's individual goals as well as whole group goals. One strategy for an individual goal was to support the child in a small group experience to develop social skills with peers.
- Each child has their own digital portfolio that displays their learning and interests. The portfolios are shared with families through the Kept Me app as the learning occurs. We encourage families to use this app to comment on their child's learning and as a stimulus for discussions with families. This enables us to add the voice of our families into our program. Where families may not have access to the online app, we provide hard copies of the portfolios on a termly basis or upon request
- Portfolios document learning outcomes of each child's learning and development.
- The children's voices are recorded through child reflections and learning stories. Their points of views, interests and ideas are respected and used during planning and implementing the program.

1.3.2

- We critically reflect on our practices, the environment and the children/families, identifying what, why and how any changes that may need to occur for our programs and practices regularly. On a weekly basis, we reflect on daily practices. For example: Our transition times were causing some behavioural issues as they were occurring in large groups so we critically reflected and brainstormed ideas on ways the children can transition in small groups like action songs, colour, number. This also created opportunities for children to learn about concepts in a fun and engaging way.

- We engage in critical reflection with our community to support our quality learning environments. For example, we co-designed a plan to upgrade our outdoor environment after critically reflecting that it was not as aesthetically pleasing as we would like. We sought input from our families and community to design upgrades and develop a timeline based on the funding available.

1.3.3

- Upon commencement, families are encouraged to share their goals for their child/ren to work towards whilst at preschool. These goals are evaluated as they occur. For example, we use opportunities such as arrival and departure times and individual interviews to provide feedback to families about how children are progressing with their goals
- Families and educators can exchange information at arrival or departure times, over the phone or at a convenient arranged time.
- Weekly programs and photo reflections are shared with families and are encouraged to provide input / feedback.
- Families are encouraged to share their ideas and suggestions through the feedback section on the program. However, we critically reflected that not all parents may feel comfortable doing this, so educators encourage them to share verbally then document for them.
- The preschool is involved in a transition to school program with kindergarten classes and the whole school community. We regularly visit the kindergarten classes, school library and the school grounds and are involved in school events like Harmony Day, Athletics carnival.
- We liaise with families regarding completing their section of the transition to school statements and once returned, with consent from families, forwarded onto their respective school with the preschool and child completed areas.
- Information to families is shared in a variety of ways like conversations, newsletters, notice boards, daily reflections, emails, portfolios, phone calls.
- Educators record conversations with parents on their individual family/educator chart. For children with health care plans, any changes to their information is also recorded on individual information exchange sheets.

Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue			Priority L/M/H
1.1 / 1.1.1	Educators would like to focus on Science, Technology, Engineering, Arts and Math (STEAM) into the preschool program.			M
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection
To incorporate STEAM across the whole program.	<ul style="list-style-type: none"> One educator to be part of the STEAM school strategic team. STEAM training with strategic group also webinars. Adjust program formats to prompt STEAM planning. Use STEAM terminology with the children – planned and spontaneous. 	Term 1 Term 1 Term 1 Term 1	Deb.A Deb.A Educators Deb.A, Jo, Mel Educators Deb. A	Term 1 Week 2 – Debbie A joined the STEAM strategic group. Term 1 Week 8 – Strategic group training has not occurred, Preschool educators researching webinars. Week 9- Deb A watched a webinar on STEAM by Barb O’Neill and shared information with team and brainstormed ideas. Week 10 – Melinda shared her reading on STEAM and team discussed information and how we can use it within our programs. Term 1 Week 5 – Programs adjusted and reflected on. Term 1 Week 7 – the team established a work in progress template to document STEAM

Quality Area 2: Children's Health and Safety

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

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment:

Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Confirmed
R.90 – 91R.162	Have you ensured that a copy of the preschool's medical conditions policy/procedures document has been provided to a parent of a child enrolled who has a specific health care need, allergy or medical condition?	✓
R.92-96 R.161	Have you ensured that all educators, families and, where applicable, children are aware of the procedure for administering medication and always follow it?	✓
R.81	Have you ensured that you meet each child's need for sleep and/or rest?	✓
R.88	Have you ensured that all educators and families follow the service's policies and procedures around preventing and dealing with the outbreak of infectious diseases?	✓
R.85-87	Have you ensured that all educators follow service procedures in the event of an accident, injury or illness?	✓
R.89	Do you have sufficient first aid kits? Have you checked that they are fully stocked and removed all out-of-date items?	✓
R.78-79	Do you ensure that food and drinks served to children are consistent with your nutrition policy and that children can access water at any time?	✓

R.77	Is food stored, handled and served safely?	✓
S165	Have you ensured that educators are supervising children effectively?	✓
R.82-83 R.97 R.103 S.167	Have you ensured that all educators follow service procedures designed to ensure the environment is safe and that children cannot access dangerous items?	✓
R.99	Have you ensured that all educators follow service procedures about the delivery and collection of children from the service?	✓

If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

Standard 2.1		Each child's health and physical activity is supported and promoted.
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.

2.1.1

- At orientation time and on the enrolment form, families are consulted about their child's rest and relaxation needs. We also consult with children on a daily basis to ensure that we are meeting these needs. We do this by providing a bed or quiet area for a rest.
- We continue to liaise with families throughout the year as we understand that children's needs vary as they grow and develop and according to their routines. For example, one child has a sporting event every Wednesday night and is more likely to be tired the next day.
- The program allows opportunities for children to be involved in relaxation and rest experiences such as yoga/stories/soft music. We critically reflect on these opportunities, to ensure that we are sensitive to family's cultural beliefs. For example, one family was concerned about their child participating in yoga activities due to their belief system around yoga bringing out negative spirits. As a result, we ensured that she did not participate and alternative activities were offered to her. Additionally, we added a question on the enrolment form asking families if there were things they did not wish their child to participate in, to ensure we are respecting all family's beliefs.
- We ensure that all children's comfort is being maintained by encouraging each family to provide adequate clothing and spare clothes when needed. As some children did not have spare clothes we critically reflected on ways to assist this and bought some spare clothes from a charity store to be kept at preschool as well as asking some families if they had any they could donate.

2.1.2

- We have effective hygiene practices to control the spread of infectious diseases. These practices are communicated with our school community educators through whole school inductions and casual folders to ensure embedded practice regardless of the educator in the room. For example, we use an equipment cleaning roster and colour coding for cleaning cloths.
- Our bathrooms are cleaned at the end of each day and are monitored and cleaned when required during the day. We have gloves available when needed in both the indoor and outdoor environments.
- The children are encouraged and guided to use effective hygiene practices such as not sharing food and or drink bottles, washing their hands before eating, after toileting and blowing their noses/coughing. After critical reflection we displayed signs and photos as a visual prompt for children to blow their noses correctly.
- After critically reflecting that families do not always read the written notices about infectious diseases, we also began to communicate these through verbal alerts, the school Facebook page, or notes are sent home.
- We discuss illness with families during orientation and throughout the year as appropriate. This provides us with opportunities to gain feedback from families around this, which we take into account when reviewing our local procedures.
- If medication is required, forms are completed by both the caregiver and educators. The medication is stored correctly and administered accordingly. We communicate with families regarding the administration at the end of the day.
- We have accident/illness forms in place to record and notify families of any illnesses or injuries that occur. We notify parents immediately via a phone call when a child has any form of head injury. We make a note on the sign in/out register to notify parents to see educators, this is a measure to ensure the form is shown to and completed by parents.
- We support children with health conditions by ensuring that individual health care plans are in place and displayed for all staff. We create risk minimisation plans and communication plans in consultation with families for these children.

2.1.3

- We discuss with parents at orientation time as well as throughout the course of the preschool year about healthy eating options for preschool.
- Healthy eating is embedded in our program through interactions with children's, in the preschool handbook, through signage and pamphlets. We liaise with families each day regarding children's eating habits, particularly where there are concerns around fussy eaters. This provides opportunities to develop shared strategies with families to support children's eating
- Methods to keep their child's lunch boxes cool and safe to protect perishable items are listed within the parent handbook as well as through signage and are discussed at orientation time to families and during group times with the children. As some children's lunch boxes regularly don't have an ice brick we critically reflected on this and devised reminder slips that are put in the children's lunch boxes as a reminder for parents as well as providing a spare ice brick.
- The children's lunch boxes are stored in their lockers where there is no direct sunlight and is a cool area where the air conditioner will reach during the warmer months. Children are encouraged to eat their perishable foods like yogurt/cheese at lunch time (first meal time of the day).

- We promote positive play experiences that enhance the children's health and safety by promoting healthy eating and safe playing. This is done through discussions, posters, role-modelling, resources, Munch and Move and group times.
- We encourage children to eat their food packed in their lunch boxes and support them to recognise if they are hungry or full.
- We communicate with families about children with special dietary requirements such as egg/nut allergies at orientation time and through signage and conversations. We ask families to avoid sending these foods into the preschool environment to ensure the safety of all.
- We encourage families to provide only water in their child's drink bottles, which are accessible to children at all times. We changed the way we were storing drink bottles after critical reflection from an open tub to a closed Esky to ensure health and safety for the children.
- Both the indoor and outdoor programs encourage children to be physically active. This is achieved through the outdoor area having open spaces for large gross motor experiences and games that promote a range of gross motor skills and challenge children's skills. Also during outdoor time an educator encourages a range of fundamental movement skills with small groups of children. Indoors the children are involved in music and movement, dance, and yoga.

Standard 2.2	Each child is protected.	
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency managem ent	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

2.2.1

- Educators ensure all children have been signed in /out daily, count how many children are there each day, position themselves so they are aware of all children within the indoor environment and move around the room to ensure they are actively supervised. We found that some children were running out to parents to the gate at pick up time, we critically reflected on this to ensure all children were kept safe and had discussions with the children and families around this issue. Educators also use orientation times to reinforce these procedures.
- We have an outdoor supervision chart that signifies where the educators need to position themselves to ensure all areas of the yard are being actively supervised. Educators rotate around these areas and if they need to move away they tell each other.
- The indoor and outdoor environments are checked daily to ensure that there are no potential risks to children and to manage hazards. Checklists are completed daily to supports this.
- Risks assessments are completed and reviewed annually for all events within the preschool, when leaving the preschool grounds, to minimise any potential risks and for some preschool experiences like cooking experiences. The children are involved in establishing safety issues through discussions of potential risks and developing safety rules.
- SLSO Educators are trained in first aid, first aid kits are available both in the indoor and outdoor environments. In the event that both educators are absent, there are 2 first aid trained staff in the office to call upon.
- All educators are trained in CPR and anaphylaxis.
- After critical reflection, all transition times occur in small groups to ensure all children are adequately supervised and to minimise any incidents.
- Every family has completed a collection form that notifies the educators of who is authorised to collect their child/ren. These forms are stored in the children's information folders which are accessible in the rooms. Casual educators are informed of where these forms are and when to check ID via the casual information folder that they read on their first day at the preschool.

- We implement sun safety practices and encourage all children to wear sunscreen (provided in morning waiting area so it can be applied before entering preschool) and a broadband hat (spare hats are supplied if needed) when outside. Our daily routine is designed around the sun safety guidelines and we display a Cancer Council Sun Smart sign. Families have informed educators of specific sunscreen issues their child may have so we have discussed the parents bringing in their own specific sunscreen labelled with their child's name to be kept at preschool.
- If at times there are small groups of children still eating or resting, an educator will remain with these children while still being in eyesight to the rest of the group and other educator.

2.2.2

- We display emergency response guides and evacuation diagrams at each front exit in the foyer, and evacuation diagrams at the outdoor exits of each room. There are CPR charts in each preschool room as well as in the outdoor environment.
- Emergency evacuations were done in consultation with the school Work Health and Safety committee which there is a preschool representative on. Emergency evacuation drills are practised with all groups of children and recorded on the Department of Education In Case of Emergency (ICE) system with evaluations. Educators found that the way we were evacuating with the children walking in one long line holding a rope was slow and causes children to trip so we critically reflected on this and modified our process for the children to walk in pairs holding hands as we do on other times when leaving the preschool.
- Children's health care plans are located within each room, the outside environment, in the preschool office and in emergency evacuation bag. Casual educators are informed of any health care plans through our induction process and casual folder, as per our communication plan.
- Children's emergency contacts are located in each room's blue information folders as well as in the emergency evacuation bag that is taken on emergency evacuations and drills.
- We inform families that an evacuation has occurred through the daily reflections.

2.2.3

- We build relationships with our families throughout the year. This supports families to feel comfortable to share information with us about their lives, including challenges and difficulties they may be experiencing. We support families in a variety of ways, including being a listening ear, providing guidance, linking them with external providers, and where appropriate, making a mandatory notification. This improves outcomes for our families as they become better supported in their role as parents.
- Educators document any conversations with families around child protection on the parent/educator individual communication sheet.
- Preschool educators follow the Department of Education child protection guidelines for reporting and documenting on child story. All educators participate in annual child protection training to ensure that they are up to date with the current legislation and understand how to report concerns. When concerns do arise, there are support structures within our school to discuss these concerns and make a report based on the guidance from the decision tree.
- Educators work collaboratively with other professionals to support children who have specific protection needs. We liaise with FACS and Brighter Futures as needed.
- The Department of Education's child protection policies and procedures are provided online, in the Department's Operational Guidelines and preschool local procedures . Preschool procedures are located in the preschool procedure folder located in the parent library in the foyer.

Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue			Priority L/M/H
2.1 / 2.1.3	We have noticed that some children avoid physical play during outdoor time, so we want to encourage regular physical activity with the importance on fundamental skills. <i>(goal added Term 1 Week 8)</i>			M
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When ?	Who?	Progress notes and reflection
For a set time during outside time to be designated to the move component from the Munch and move program.	<ul style="list-style-type: none"> To discuss at a team meeting. Allocate the best time during outside time to have the set time. Allow children to have their input through discussion. Develop a weekly program of activities for Term 2.. 	Term1 Week 8 Term 1 Week 8 Term 1 Week 9 Term 2	All ed uc ato rs	Term 1 Week 8 - The team has discussed how the program will run – during outdoor time for 10 mins after 10am lunch time. Term 1 Week 9 - Discussion with children about the program showed that the children liked that that the experiences involved different movements. One child said I want to move like a tiger and play games, so after critical reflection with staff the Munch and move program in Term 2 will involve movements from the Fundamental movement skills booklet that involves movements that include animals.

	<ul style="list-style-type: none"> • Set up a roster for educators to take turns running the program. • Reflect on the program. 	<p>Term 2</p> <p>End of Term 2/3/4</p>		<p>Term 2 Week 1 - The weekly program has been developed.</p> <ul style="list-style-type: none"> - A roster for educators is established and up and running. <p>Term 3 Week 2 – Program evaluated – going well with non-regular active participants engaging in more physical play so will continue to encourage this program for to foster more involvement</p>
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Quality Area 3: Physical Environment

This quality area of the *National Quality Standard* 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.

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: March 2019

Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Confirmed
R.104-115	Have you ensured the services premises meet all regulatory requirements? For example: <ul style="list-style-type: none"> ● There is the required amount of unencumbered space for the number of children in attendance at the service ● Arrangements for dealing with soiled clothes, linen and nappies 	✓
	<ul style="list-style-type: none"> ● Do your premises have fencing that prevents children going over, under or through it? 	✓
	<ul style="list-style-type: none"> ● Are there appropriate toilet, hand washing and nappy change facilities? 	✓
	<ul style="list-style-type: none"> ● Is there space for administrative functions and consultation with families? 	✓
	<ul style="list-style-type: none"> ● Is there adequate light, ventilation and shade? 	✓
	<ul style="list-style-type: none"> ● Are all areas of the premises easily supervised? 	✓
R.103	Have you ensured that the service premises and all equipment and furniture are safe, clean and in good repair?	✓

R.113	Have you ensured that children are able to explore and experience the natural environment? For example, are there trees, plants and sand?	✓
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If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

Standard 3.1	The design of the facilities is appropriate for the operation of a service.	
Fir for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.

3.1.1

- Our learning environments are safe and secure as well as welcoming and inviting for children and families. We have processes in place to ensure our learning environment is clean and safe for our children.
- After team critical reflection we recently upgraded an area of the outdoor environment with a new garden. Families and children were consulted for their ideas and suggestions and we kept families informed through displays on our notice board.
- Our environments are accessible and flexible (equipment moved and modified) to meet the needs of individual children and to encourage interactions. A child with a muscular disease had trouble using the rungs to climb onto the fort so we critically reflected to find the best way she could get there and added a sloped climbing wall to assist.
- Our indoor and outdoor environments are stimulating and respond to the children's individual learning through their interests and ideas. An outdoor music area was set up following a child playing the drums on pots and pans.
- Children have the opportunity to explore the natural environment including plants, trees, real grass, mud, pebbles, rocks, water, quiet areas among trees, insects/bugs, rough/smooth surfaces, sand. There is a balance between built and natural environments.
- Outdoor spaces provide shade from the sun and equipment is organised to maximise the use of shaded areas – experiences are set up under verandas, trees, shade-structures.

- Signs indicating safe arrival and departure of the preschool are displayed on front gate. We also discuss these procedures with families upon enrolment, at orientation and throughout the year, to ensure the safety of all.

3.1.2

- In our team meetings we have allocated time to critically reflect on any WHS issues that have arisen from the maintenance registers.
- Any broken equipment is set aside in a fenced off area for repairs or disposed of.
- Any minor maintenance issues are written in the General Assistant's book for and are addressed according to priority of need.
- Department of Education Hazard reports are completed to identify any potential risks. These forms are then provided to the schools Work Health and Safety committee, any immediate safety issues are addressed immediately by the workplace manager.
- In addition to our processes of regularly cleaning on a daily basis, we have 4 cleaning days throughout the year where we wash all equipment to maintain cleanliness. This is documented in the indoor checklist.
- Any mouthed toys are immediately set aside and washed at the end of the day.
- The schools WHS committee conducts annual audits throughout the preschools indoor and outdoor environments and attend to any issues.
- After critically reflecting about how often we need to access particular chemicals and cleaning products, we decided to store all cleaning chemicals in a locked laundry and cupboard in children's bathroom. Medical Safety Data Sheets are kept for all chemical products used within the preschool.
- We develop Risk Management plans, for example: for the aging soft-fall, to ensure the safety of children and educators. They are reflected on by educators, taking into consideration conversations with families and children around risks in the preschool environment, and adjusted throughout the year.

Standard 3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning.		
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

3.2.1

- Indoor and Outdoor environments stimulate and reflect children's interests and foster children's learning and development. Children are able to engage in a variety of experiences and explore, problem solve, create, imagine, construct and engage in critical thinking. For example interest tables, role playing, outdoor environment and loose parts.
- Through our regular observations of children, we critically reflect on our environment to ensure that the resources and materials promote children's learning. Resources and materials promote the children's learning and development through offering open ended materials/resources, intentional teaching and interest based experiences.
- While we have two separate groups of children in our preschool, we believe it is important that children have the opportunity to interact and build relationships with all children. This is done throughout the day during indoor and outdoor play, group games/music and movement. The impact of this is that children have many opportunities to develop and practice their social skills with their peers.
- Materials and resources are made accessible to children to support their growing autonomy such as self-selection, multiple use materials/resources, and flexible set ups.
- Learning and interest areas assist children to function autonomously, initiate their own learning experiences and children use equipment and resources they can access independently such as counting with loose parts.
- The indoor and outdoor environments are set up to promote and support small and large group interactions and meaningful play. Children during outdoor time have initiated their own small groups to play duck, duck goose.
- The environments are flexible and the children are involved in re-organising the environments to attract their interests and stimulate learning. For example, the children freely move equipment/resources to facilitate their play and ideas.

3.2.2

- We critically reflect on the cultures represented in our wider community. Our environments reflect these cultures through pictures, resources, books, and displays. One family donated some saris while another parent painted the totem poles in the garden with Aboriginal art. This ensures that our children and families feel a sense of belonging in the preschool environment.
- Children are supported to manipulate equipment, manage tools with increasing skill and competence and take risks at their appropriate level/strengths/interests like riding a scooter or using the climbing frames and balance beams. Children use their senses and creativity to explore and to access areas with natural features.
- The environment is flexible to allow children to move resources and equipment to extend learning opportunities and extend on interests. We critically reflect on the environments through our daily reflections.
- A variety of natural elements, recycled, homemade and donated materials from the community are available in the indoor/outdoor environments to explore. For example - using natural materials like rocks/sticks/nuts/shells for numeracy concepts like counting, patterns, sorting, categorising.
- Our environment setups such as interest tables and outdoor tepee encourage small group experiences like role playing with safari animals, to assist children in building relationships.
- We regularly reflect on the quantity and quality of our resources and use our annual budget to ensure we are meeting children's needs.

3.2.3

- Children are encouraged to care for their immediate environment as well as to show respect for nature and the environment through programmed experiences, daily discussions, and intentional teaching. For example: the children help to care for the vegetable garden, pick up loose rocks on the bike path and pack equipment away.
- Sustainable practices are discussed with the children regularly during group times as well as spontaneously. The children learn about the importance of using the three coloured recycling bins, water tank, water saving taps, items are repurposed where possible such as paper/boxes/containers. Families donated recyclable reusable materials for craft and for the environment.
- Sustainability education is included in daily practices such as; turning lights off when rooms are not in use, encouraging families to use containers for lunch box items instead of plastic lunch bags and encouraging children to use 1 squirt of soap and 1 paper towel when hand washing.
- Digital portfolios are utilised to minimise paper usage.
- Children are involved in establishing and caring for the vegetable gardens and general gardens. The children assist in harvesting the vegetables, which are shared amongst the children and families. We collaborated with Bunnings and TAFE NSW to develop our vegetable and edible gardens. Families are involved in garden planning, design and maintenance. Recently a group of school community families assisted with TAFE to establish a cultural garden.

Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue			Priority L/M/H
3.2 3.2.1	To implement the outdoor action plan that was developed in 2018 and was partially completed however was unable to be finalised due to funds and assistance.			H
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	By When?	Who?	Progress notes and reflection
To provide more shade where the play structure and sandpit are located as well as being a safe area for the children's wellbeing (Softfall/ play structure).	<ul style="list-style-type: none"> • Determine resources needed to satisfy the goal. • Liaise with families for their ideas. • Whole school fundraising and set aside some funds in preschool budget for shade and soft fall. • Look for alternative strategies to ensure children's wellbeing while we are waiting for quotes/upgrade. • Review and revise our action plan. • Carry out the upgrade once funds are achieved. • Review finished works. 			<p>Term 1 – While we are in the process of collecting and reviewing quotes and setting fund aside the following strategies are in place:</p> <ul style="list-style-type: none"> - Risk assessments completed. - Monitoring times when the UV rating is high and have the children play under shaded areas rather than on play structure. - Educators have placed sarongs as a sun shade that are draped from the sun shade covering the sandpit, to provide more shelter for the children. - Foam soft fall mats to be used on top of the soft fall at the base of slide area for safety.

				<p>Term 2 – Grant received from Doe Early Learning Unit to assist with upgrade along with school budget funds.</p> <ul style="list-style-type: none">- Supervisor and educators co-ordinate scope of works –design, colours, positioning of shade/softfall/climbing structure. <p>Term 3 – Upgrade work to be carried out some time this term.</p>
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Standard /Element	Rationale for goal or identified issue			Priority L/M/H
3.2 / 3.2.3	We have observed a considerable amount of wastage within the preschool and children’s lunch boxes containing large amount of plastic.			M
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	By When?	Who?	Progress notes and reflection
For the children and educators to increase their awareness of the human footprint on our environment.	<ul style="list-style-type: none"> • Educators to impart their knowledge and encourage children through discussions to share their ideas and knowledge, through hands on experiences and group discussions so that we can reduce our impact on the earth. • To look at our current practices and make changes where necessary. For example – using environmental green waste bags for soiled/wet clothes and using bowls at fruit time instead of paper towel. • To become an active participant in caring for our environment through 	<p>Term 1</p> <p>Term 1</p> <p>Term 1-2</p>	<p>Melinda</p> <p>Educators</p> <p>Educators</p>	<p>Term 1 – Educators are reflecting sustainability throughout their program, through their everyday teaching through such as bin discussions, stories, picture talks, group activities, hands on learning experiences.</p> <ul style="list-style-type: none"> - Extra Green Waste bags have source and being utilised. - Bowls have been implemented for the children. This is also developing self-help skills and independence as the children transfer their own fruit from lunch box to bowl. <p>Term 1 - After the children sharing preschool discussions with families we have had more donations of recycled materials for craft.</p> <ul style="list-style-type: none"> - Noticeboard signs asking for donations of spare clothes from families.

	<p>practical indoor and outdoor experiences.</p> <ul style="list-style-type: none"> ● To encourage preschool families to be involved in ways they can contribute to reducing waste through recycling and reusing. This could be achieved through posters, newsletters, brochures, children sharing their knowledge with families at home. <ul style="list-style-type: none"> ● Establish a worm farm so we can repurpose some food scraps as well as create valuable nutrients for our garden. 	Term 1-2	Educators	<p>Term 2 - Vegetable garden was re-established with the children's assistance. Discussion with children about caring for our environment and planting and caring for seedlings.</p> <ul style="list-style-type: none"> - Watering and discussion about caring for our garden. <p>Term 2 - We devised a sign encouraging families to use containers in the children's lunch boxes rather than plastic snack bags.</p> <p>Term 3 Weeks 1&2 – harvested our vegies/herbs and offered to our families. Families told educators that they used the vegies/herbs in their dinners and the children tried these vegetables when they wouldn't normally have done so.</p> <p>Term 3 - We devised a sign encouraging families to use containers in the children's lunch boxes rather than plastic snack bags. The poster was discussed with children for their thoughts and ideas.</p> <p>Term 1 Week 7- We have sourced a Styrofoam box for the worm farm.</p> <p>Term 2 Week 3 - After discussing with the school Environmental Ed Team about the worm farm they provided us with a worm farm that has a tap for the worm wee.</p> <p>Week 3 -Environmental team supplied the worms and bedding for the worm farm.</p>
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				<p>Week 4 - We established the worm farm with the children. We researched the food scraps worms can and can't have and have set up a container with a poster to collect these scraps at meal times.</p> <p>Term 3 - Worm farm has produced worm wee that has been used on our gardens.</p>
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Standard /Element	Rationale for goal or identified issue			Priority L/M/H
3.2 / 3.2.3	To be involved with school community in the Penrith Valley kitchen garden project.			L
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	By When?	Who?	Progress notes and reflection
The children and families to be involved in and learn about growing own food for future life skills/healthy eating.	<p>To attend information session.</p> <ul style="list-style-type: none"> ● Further research project and preschools role. ● Provide information for parents through newsletters and face to face communication ● Through group time and experiences, allow children to be immersed in the program. ● Implement the program. 	<p>Term 1 2019</p> <p>Term 1</p> <p>Term 1-2</p>	<p>School coordinator and preschool educators</p>	<p>Term 1 – Debbie A attended the information session for the whole school.</p> <p>-Supplied information from council read over by preschool educators</p> <p>Term 2 - still awaiting for the school coordinator to organise this project.</p> <p>Week 4 – The outdoor kitchen has been ordered.</p> <p>Term 3 – this is an on-going goal that is subject to the whole schools time line/process</p>

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.

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment:

Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Confirmed
R122-124	Have you ensured that the educator to child ratio is maintained and that only educators working directly with children are included in ratio?	✓
R.135 R.152	Have you ensured that a suitably qualified and experienced individual has been appointed as the preschool teacher?	✓
R.120 R126 R.129-135 R.136	Have you ensured that School Learning Support Officers hold, or are actively working towards, an ACECQA approved certificate III level qualification?	✓
	Have you ensured that at all times children are in attendance at the service there is at least one person with an ACECQA approved first aid qualification available, and at least one person who has completed training in the management of asthma and anaphylaxis?	✓
<p>If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.</p>		

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

Standard 4.1	Staffing arrangements enhance children's learning and development.	
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.

4.1.1

- The children are grouped into two classes of twenty 4-5 year olds, with 2 educators – 1 Early Childhood Teacher with 1 Student Support Learning Officer.
- When educators are absent, regular casual educators are called upon to provide consistency and continuity of care for children and families. We require all casuals to read the casual folder to ensure they are familiar with preschool information and local procedures. The information contained in this folder is evaluated and reflected upon regularly, particularly when there are changes to enrolments which will impact on child information.
- We support our casuals to develop relationships with our children and families, to ensure children continue to have positive experiences in our preschool. This is done through our other permanent educators introducing casuals to the children and families and facilitating connections throughout the day.
- We critically reflect with our school executive team about who is timetabled to work in the preschool for educator breaks and release from face to face teaching. As a result we developed a timetable that allows a small number of regular school staff to be in the preschool for these times so that the routine and program is maintained and the children are familiar with the educators.
- Release from face to face time allows educators to undertake tasks such as planning, programming and critical reflection, which supports our intentional teaching and improves learning outcomes for all children. It also allows us to direct our full attention to working directly with children during our teaching times. This time also provides opportunities to meet with our families to discuss individual children's needs and collaborate to develop individual goals and strategies. At times, this will also involve liaising with inclusion support professionals or other relevant agencies, such as speech and occupational therapists and learning and support teams within our school community.

- A timetable is displayed to inform families who is covering educators for lunch breaks and release from face to face time. Educators inform families through signage if they will be away on an organised professional training day or extended leave and who will be replacing them.
- Educators share information about the children's day, any concerns/questions they may have with families at drop off and pick up times.
- Extra educator support can be accessed for children requiring additional support within the preschool. Presently we have a child who has an additional student support learning officer work with her.
- Our preschool has a strong emphasis on teamwork where all individuals are valued, their expertise is acknowledged and supported. Our team's passion and pride within the preschool is evident through our learning environments, atmosphere, interactions with children and families and respect for each other.

4.1.2

- We have had a consistent educator team at Cambridge Park for the last four years. This is a direct result of the positive and respectful relationships that are evident both within the preschool educator team and with the school executive team and school community.
- Every year our educators create a professional development plan (PDP) that enables them to critically reflect on their own practices and create professional goals that they would like to achieve. Through this process they meet with their supervisor and develop strategies, including appropriate professional learning opportunities, to work towards these goals. Every educator is observed throughout the year in relation to their goals and receives feedback, which ensures that they feel fulfilled in their professional lives and enables them to be lifelong learners.
- When we do need to recruit new staff, there is always a community member on the selection panel to ensure that the community vice is represented.

Standard 4.2	Management, educators and staff are collaborative, respectful and ethical.	
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

4.2.1

- Educators, work collaboratively, critically reflect, challenge, support and learn from each other to further develop their skills, to improve practice and relationships. We do this by utilising all educators member's strengths and talents, such as, gardening and art.
- As evident in our preschool philosophy, educators maintain professional supportive, respectful and constructive relationships that create a calm and positive environment.
- We have weekly team meetings with the preschool supervisor where all educators are able to voice their ideas, concerns, share knowledge and critically reflect on practices. We reflected on transition times at a team meeting to move the children in small groups.
- Our preschool has a cohesive, calming environment that is welcoming, engaging and fun.
- Our P-2 Initiatives Officer visits us regularly to provide support and guidance in our practice. This is an opportunity to critically reflect on our environment and practices with a fresh pair of eyes.
- Educators attend school professional learning as well as Department of Education Preschool Professional Group training days facilitated by our P-2 Initiatives Officer. As well as providing learning opportunities, these days also create space for our educators to network with the other preschool educators in our region and share ideas and resources. Additionally, we attend two network coffee and chat sessions each term that also provide opportunities to liaise with other preschool educators in a relaxed environment. One of our teachers Melinda is the network leader for the Penrith and Eastern Creek Network. As the leader, Melinda critically reflected on these coffee and chat sessions and in consultation with the network, these are now hosted by one of our preschools on a rotational basis. This provides opportunities to see other preschool environments to gain ideas and reflect on the use of our own spaces.
- Educators can also attend any external training relevant to their professional development plans or quality improvement plan goals.
- New casuals to the preschool are taken through a school induction process with the Schools Administrative Manager as well as being provided with specific preschool information such as the casual information folder and ongoing support is provided to casual staff from the other educators in the preschool and the school executive team.
- We follow the Department of Education and Preschool Grievance procedures if required.

4.2.2

- Educators attend whole school code of conduct training annually which assists in guiding educators to critically reflect on their interactions with their colleagues, families and the wider community.
- Educators are professional and respectful in interactions with children, families and colleagues. We value all feedback and suggestions. Families often seek advice, we had one parent that was feeling overwhelmed with her child's behaviour and she confided in the educators. We worked together to help her develop strategies to encourage positive behaviour.
- Educators are able to access copies of the National Quality Standards, National Regulations, the Guide to the National Quality Framework, Department of Education preschool policies and procedures and preschool specific procedures. These documents guide our interactions and relationships with families and children.
- During team meetings and networking opportunities with our P-2 Initiatives Officer and our Preschool Professional Group, we unpack documents such as the Early Childhood Australia Code of Ethics, Early Years Learning Framework and the National Quality Framework. This supports us to continue to deepen our understanding of the documents and use them effectively on a daily basis.

Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue			Priority L/M/H
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection

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.

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment:

Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Confirmed
R.155	Have you ensured that educators interact with children in a way that <ul style="list-style-type: none"> Encourages children to express themselves and their opinions? 	✓
	<ul style="list-style-type: none"> Supports children to develop self-reliance and self-esteem? 	✓
	<ul style="list-style-type: none"> Maintains the dignity and rights of each child? 	✓
	<ul style="list-style-type: none"> Provides positive guidance and encourages acceptable behaviour? 	✓
	<ul style="list-style-type: none"> Reflects each child's family and cultural values? 	✓
	<ul style="list-style-type: none"> Is appropriate for the physical and intellectual development and abilities of each child? 	✓

R.156	Have you ensured that the size and composition of each group of children provides them with the opportunity to interact and develop respectful and positive relationships with each other and with educators?	✓
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If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

Standard 5.1	Respectful and equitable relationships are maintained with each child.	
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.

5.1.1

- Our Philosophy states: “We want children to feel safe, secure and always welcome so they feel a sense of belonging: this is evident in our interactions which are warm and responsive, all educators build trusting and meaningful relationships with children and their families to promote a sense of belonging and identity.
- Strong relationships are achieved through the daily program and daily routine. They provide opportunities for both spontaneous and planned experiences and encourage the children to engage in meaningful, unhurried conversations with both educators and peers.
- Children are comforted when upset, distressed, anxious, or need reassurance. Items from home are encouraged to assist children in settling. We work with families to discover the child’s interests and incorporate these into the program to assist them in settling. We discuss the children’s individual needs and parents / carers concerns with the parents/carers on orientation day.

- All educators are supportive of children's needs. We work to help them feel comfortable and are inclusive of all abilities, individual strengths and confidence levels. This is achieved by getting to know the child through the development of strong relationships.
- Educators promote and guide independence with children providing them with a secure base for exploration and learning. We do this by providing the children time to learn and understand new skills. We work with families so they can assist with these skills at home.
- Children's interests are discovered through discussions with families, children and through observations so they can be incorporated into the program thus creating a sense of familiarity and belonging.
- Educator involvement in children's play is guided by the child, we let the child lead the experience. As educators our involvement is determined by our professional knowledge of when children can be guided to extend their learning or when they would benefit from periods of uninterrupted play.
- Educators collaborate with children to assist them in making decisions and choices. We celebrate children's voices by giving them opportunities to express their opinions regularly.
- Our Philosophy shows our commitment to respecting the different values, beliefs and culture each family brings to our preschool. Children's home languages are actively supported through learning key words like hello and goodbye, in songs and stories. Families are consulted to gather information about their values, beliefs and culture.
- All children's efforts are acknowledged and supported through positive reinforcement. As educators we encourage all children to have a go and we respect each child's learning style. Our philosophy highlights our commitment to ensure the program fosters respect for children's individual learning styles and we provide children with challenging opportunities, which involve risk taking and challenges.
- Every child is able to engage with educators in meaningful open interactions that support the acquisition of skills for life and learning. We do this by engaging with the children so they can share their stories and ideas. We use the information from these conversations, along with their interests and family input to program relevant experiences to extend children's thinking and learning.
- All educators confidently manage group situations to ensure that each and every child is able to collaborate with the educators and their peers in a meaningful way. For example, educators plan and reflect on group or circle times to ensure that group sizes allow for all of the children's voices to be heard.
- Following critical reflection on the increased diversity of our children, we have personalised events such as Harmony day to celebrate the cultures of the children in our community. We do this in order to make the experience more meaningful for our children and their families.

5.1.2

- In line with our Philosophy, the dignity and the rights of every child are maintained at all times. Educators treat every child with respect by using positive language gestures and tone of voice.
- When interacting with children and families, educators use positive language, facial expressions and positive tone when redirecting or discussing behaviour. Wherever possible, we ensure that we position ourselves at the same height as our children, to avoid a feeling of power imbalance.
- When children make positive choices, educators acknowledge this behaviour to further encourage this type of behaviour.
- Educators consider all information received from families and other professionals while maintaining respect and confidentiality. We use this information to inform our planning and individual strategies to use with children. We share these strategies with families and professionals to maintain consistency in all environments.

- Educators guide children’s behaviour applying effective strategies to ensure all children feel safe as seen in the outdoor safety rules developed in partnership with the children. These are displayed below the program for everybody to access.
- We incorporate the SecondStep social emotional program which models a variety of communication methods for children to learn from and incorporate in their daily lives. For example – identifying and understanding feelings, being a good friend, listening, how to join in with play, how to resolve conflicts.
- Educators provide children with opportunities to develop independence and take responsibilities for their own actions. Children are given choices in what equipment/toys they can use by having full access to be able to get them themselves. All educators encourage children to use their knowledge of the social expectations outlined in the SecondStep program to reflect on their own behaviour and the impact their behaviour has on others and when dealing with any conflict situations.
- All educators, the educational leader and the preschool supervisor use professional knowledge and understanding of the United Nations Convention on the Rights of the Child and Early Childhood Australia-Code of Ethics to guide our practice.

Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships.		
Collaborative Learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-Regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

5.2.1

- Embedded in our philosophy is our commitment to developing each child’s individual identity in order to support them in becoming collaborative learners who learn from and help each other.
- All educators support children in managing their own behaviour by promoting respect, effective communications, and conflict resolution. Educators promote social skills, independence and relationships/friendships with others through modelling, reasoning, listening and reflective language as well as displaying a consistent, calm and patient approach.
- Children are encouraged to form positive relationships through providing small groups activities and games to assist in developing friendships as well as working collaboratively with peers.
- Educators acknowledge children’s efforts and achievements, promoting their confidence. This is evidenced by the look in their faces and in their ability to engage in the activity again.

- Children are encouraged to assist peers with tasks, such as, putting paint aprons on, turning taps on or doing a puzzle. This not only promotes pro-social skills, but also supports children to be able to ask for help when required. Where children are still developing the skills to ask for help, educators model to and support children in this.
- Through the cultural experiences we provide we promote children's knowledge and understanding of each other's backgrounds and culture. This helps children develop a deep understanding and respect of cultural diversity. For example, children have shared key words from their cultures or places they have visited.
- Through observations, educators recognise group interests and plan further collaborative learning activities to encourage their relationships. One instance of this is our garden project. Children have worked in small groups with educators and family community helpers, to dig the garden, plant seeds and care for the garden.
- When children demonstrate natural leadership abilities and interests educators encourage them to develop leadership skills through additional responsibilities. Such as, children remind their peers of the safety rules like walking inside.

5.2.2

- Educators incorporate the SecondStep social emotional program that models a variety of communication methods for the children to learn from and incorporate in their daily lives. For example – identifying and understanding feelings, being a good friend, listening, how to join in with play, how to resolve conflicts.
- All educators understand that children often have their own opinions and they are encouraged to express themselves and their views within group situations. Educators also encourage children to respect and appreciate the views of others. Often this is seen during dramatic play and children are allowed opportunities to resolve differences of opinions themselves. Educators would only intervene if guidance was required
- Educators and children establish preschool expectations through collaborative discussion. We continually reflect and guide children to ensure that they are suitable and relevant.
- Children are encouraged to express their ideas and concerns and are guided to problem solve their issues so that they learn skills such as resilience and coping strategies.
- Educators work with families by collaboratively developing strategies to ensure an inclusive and consistent approach is used to support all children's behaviour. Educators provide feedback to families on their child's progress and families share how they are going at home.
- If a child presents continuous concerning behaviour, as a preschool we develop Functional Behaviour Plans and Risk Minimisations to ensure that we encourage positive behaviour outcomes for each child. These plans are created in collaboration with the family and outcomes, goals and strategies are developed based on their input.
- Children with diagnosed additional needs have individual learning plans which include goals created to help children regulate their own behaviours. Individualised support has evolved based on critical reflection and robust discussion with families, our learning and support team and other external

professionals as appropriate around the needs of specific children. For example, partial attendance, one on one support programs, outside agency support, and school learning support team guidance.

- All educators, the educational leader and the supervisor model respectful interactions and behaviours. Educators use role playing to model problem solving and positive interactions to show the children appropriate ways to behave.
- Educators discuss consequences of actions with children both in regards to behaviour management and risk taking. Children are supported to brainstorm what they think may be a natural consequence of a particular action.
- All educators use their professional knowledge of developmental milestones and the work of theorists to plan for and reflect upon behaviour. For example educators use developmental milestones, the Early Years Learning Framework and the National Quality Standards to research what may be appropriate behaviour at each stage and use this to guide their decision making.

Quality Area 6: Collaborative partnerships with families and 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.

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment:

Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Confirmed
R.157	Do you respect the right of parents to enter the service when their child is in attendance unless <ul style="list-style-type: none">• Allowing the parent to come into the service poses a risk to the safety of children or staff?• Allowing the parent to come into the service would prevent you or educators and staff from carrying out your normal duties, such as supervising children, delivering the program or meeting health and safety needs? or• You reasonably believe that allowing them entry would contravene a court order?	✓

If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

Standard 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

6.1.1

- At Cambridge Park Preschool we offer orientation days at the end of the year before starting preschool. Families and their children are given time to visit and become familiar with the preschool environment. During this time they can discuss their values, beliefs and their child's learning and wellbeing with educators. We document this in individual children's orientation visit form.
- Each year a survey is provided for families to contribute to the service philosophy. The survey asks questions around what parents value and how much involvement they would like. This information is then used as the basis for reviewing the service philosophy.
- Families are informed and encouraged during orientation the ways they can be involved in the preschool such as informing them that we have an open door policy and that we regularly hold events such as: bring your family to school day, education week, grandparents day, charity events and donations, sharing of cultures, harmony day and we also encourage families to provide input with procedures/QIP/Philosophy.
- Families are provided with opportunities to create individualised goals for their children. Each family receives a preschool package before they begin the preschool. A goal setting form is provided for families to identify individual goals for their child.
- Current and relevant information about the service, upcoming events and/or any changes to routine is available to all families (e.g. Fortnightly school newsletters, handouts – family input, displays/noticeboards, posters, social media (Facebook).
- While we value the information that families provide at enrolment, we critically reflected that we gain the most insightful and valuable information through relationships and face to face interactions. All educators engage with families and share daily information during arrivals and departures. Information shared with families includes their child's successes, achievements, learning experiences, and/or any concerns about the child. Families

are provided with opportunities to discuss any questions they may have, feedback, concerns or needs including guidance and/or advice. Parents are welcome to call throughout the day to follow-up on their child's progress, especially when children are first commencing, if unsettled or if anxious.

- All educators respect and value the feelings of the families and understand that leaving their child in the care of others can be daunting and therefore make every effort to share their child's day with them. This includes providing families with photos and stories showing what their child has been doing throughout the day. This is especially important during their first few weeks of preschool.
- Educators provide a supporting environment to assist children with separating from parents. This includes encouraging families to provide something that they enjoy at home like a toy car from home or a photograph of a parent.
- During orientation educators may notice reasons for additional orientation session. Parents may request additional visits to assist with transition and children with additional educational needs may require those additional visits in order to familiarise with the setting and people.
- Families receive information on children's learning outcomes and progress towards goals through individual children portfolios which gathers and displays children's work and achievements based on learning outcomes.
- In the past it has been difficult to collect family input when reviewing documents such as the philosophy and local procedures. As a result of critical reflection we have implemented a lucky prize draw as an incentive. When parents provide feedback they receive an entry and the lucky winner is drawn at random at a later date.

6.1.2

- Our philosophy clearly states that we respect the different values, beliefs and culture that each family brings to the preschool. All educators want families to feel welcome and share the feeling of belonging we foster in their children.
- Families are encouraged to contribute to the daily program either verbally or written through the day book. A parent recently volunteered to help with the gardening program in response to some gardening activities we had engaged the children with.
- In the beginning, enrolment forms allow families to indicate children's individual requirements and play preferences. Throughout the year parents share children's interests and experiences through verbal communication with educators and by adding to the program.
- Families are informed of any incidents that occur throughout the day involving their child by following the preschool incident, injury, trauma and illness local procedure.
- We have recently updated our preschool enrolment/information form following critical reflection on the inclusivity of the information requested. We then shared the changes with families so that they were aware of the changes that had been made. A copy of the new information form was displayed on the noticeboard.
- Educators often engage in activities which involve family cultural practices. A parent kindly offered to give the educators some Henna hand art following a cultural event in her family. This gave the parent the opportunity to share her culture and beliefs with the educators. Parents also often share traditional food with the educators.

6.1.3

- Cambridge Park Preschool is a Department of Education preschool and therefore has access to a wide range of additional services within the department.
- Children with additional learning needs are referred to the schools Learning and Support Team for assessments and additional support. The school counsellor is consulted when referrals are made and support applications for early intervention, support and funding. Parents are consulted and supported through this process.
- Families have access to the school Community Partnership Officer. They can provide assistance through the community breakfast club, providing play groups and liaising with local agencies with and on behalf of the families.
- Links with appropriate community organisations and support agencies are established when required. Families are referred and supported when making contact with these agencies/professionals as necessary (e.g. speech and occupational therapists, paediatricians, sight tests.)
- Families are informed of preschool operations and procedures during orientation time and provided with a Preschool Information Book as well as the Department of Education Preschool Operational Guidelines for future reference.
- A parent library is located in the preschool foyer that contains relevant parent information such as: Preschool Procedures, Staying Healthy in Childcare, 123 magic emotion coaching, munch and move program and a list of local support services contact details. Through our relationships with families, we critically reflect on what community services would be beneficial for our families and ensure that we have up-to-date information on these services to provide to families.
- Local community pamphlets are available to families in the preschool foyer. These flyers include information from Children's Services, NSW Health, NSW Gov and NSW DoE providing important information around health services and community services available to them.
- Cambridge Park Preschool contributes to the school newsletters. We add information such as what's been happening at the preschool and important dates to remember.
- There is a section for parent/family feedback on the program and we encourage families to make comments and/or suggestions about the learning. We also have a suggestion box in the foyer for parents and families to add notes.

Standard 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.

Community
engagement

Element 6.2.3

The service builds relationships and engages with its community.

6.2.1

- Children are transitioned into preschool through our orientation sessions run at the end of the year prior to starting. During this time educators and children get to meet and children are able to familiarise themselves with their environment.
- Transitions between activities and routines are fun and engaging and include songs and fun activities. Educators also use transitions as on the spot mini teachable moments such as asking all of the children wearing red to go first.
- When the preschool attends whole school activities and events, educators discuss the expectations and safety aspects of visiting the school. During the visit educators continue to remind the children of expectations.
- We critically reflected that children benefit from extended transition periods, to enable them to adjust at their own pace and benefit from repeated opportunities in their new environment. As a result, transition to kindergarten begins in Term 3. Educators collaborate and share relevant information with the Kindergarten teachers about children to promote continuity of learning including Transition to School Statements. We run a transition to school program where children visit the Kindergarten classrooms to join in with activities. We join in with the kindergarten sport program, visit the library and tour the school so children become familiar with the environment.
- At the beginning of the child's year in Kindergarten, educators meet with Kindergarten teachers to handover and discuss each preschool child's individual requirements prior to starting kindergarten. Children are supported during transition times to develop routines and independence.
- During school transition time, children with additional needs are encouraged and supported to attend extra orientation sessions. This can be requested by the families or recommended by the educators. This allows children extra time to familiarise themselves with the school environment and the teachers they will encounter.
- During Kindergarten orientation days, preschool educators attend to assist with the transition and provide comfort and familiarity to ensure the wellbeing of the children.

6.2.2

- Our service philosophy states that we believe that children are all equal and capable learners. All children are treated equitably and supported to participate in all areas of the program.
- As a Department of Education preschool we have access to a wide range of additional services within the department such as the Learning and Wellbeing unit who can assist preschools with children with additional learning needs.
- Children with additional learning needs are referred to the schools Learning and Support Team for assessments and additional support. The school counsellor is consulted when referrals are made and support applications for early intervention, support and funding.
- The preschool builds relationships and engages with outside agencies like, Lapstone Early Intervention Advisory Services, Skills for Kids, to assist for individual children's needs and development through devising programs and sharing goals for individual learning. Children's support services such as

speech therapists and occupational therapists support children at the preschool working individually with children and educators to implement programs and strategies to ensure participation.

- We critically reflected that as there are usually several children with additional needs every year in our preschool, specific professional learning to support the educators in their role would be beneficial. The educational leader facilitates professional growth by encouraging and providing opportunities for educators to attend professional learning that assists them in supporting the inclusion of all children within the program. Professional learning includes seminars, conferences, webinars and face to face training provided by Early Learning, the Department of Education and outside agencies on topics such as Autism Spectrum Disorder, Speech and Language support and English as an Additional Language/Dialect training.
- Educators work with families whose children require specific health, cultural and development support to create individual health care plans, cultural inclusion plans and individual learning plans. Aboriginal students and their families are involved in creating Personalised Learning Pathways to identify and create goals to ensure participation, in response to the Closing the Gap Initiative.

6.2.3

- As a Department of Education preschool we consider ourselves as part of the whole school community. We engage in whole school events and learning opportunities. Events include Harmony day, Easter celebrations and Naidoc week.
- Educators are a part of the school community Family Engagement Team working with school community members and colleagues to strengthen community engagement practices. This team explores effective ways to communicate with families and build relationships within the community.
- The preschool environment supports a sense of belonging by reflecting our local community and cultures through the use of images, displays, resources, outdoor environment, and experiences offered by educators. Educators support all families and their varying lifestyles, cultures and home life by inviting families and the community to share their experiences and lifestyles.
- The preschool builds relationships and engages with local community services. A TAFE Environmental Officer came and worked with a whole school parent group as a result of critical reflection showing that family engagement was low and created a garden project led by the educators. Bunnings were also involved and provided a grant for resources.
- We have worked with NSW Area Health Services which provide free Vision Screening for children. Ripples aquatic centre staff visit each year to discuss water safety with the children. We also work with the Responsible Pet Program, Fire services and various environmental groups. These programs not only improve learning outcomes for our children, but also provide opportunities for us to link our families in with these organisations as we share the experiences our children have had with them.

Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue			Priority L/M/H
6.1 / 6.1.1	Existing preschool specific enrolment forms to be more inclusive.			H
What goal or outcome do we seek to achieve?	<ul style="list-style-type: none"> Steps or strategies to achieve goal 	When?	Who?	Progress notes and reflection
<p>Cambridge Park child/family enrolment forms to be inclusive of the community.</p>	<p>Review the current forms and make adjustments to be inclusive of our community needs. For example</p> <p>In our collection of children form change the section with mother and father change to Parent/Carer</p> <p>Add to Parents country of birth – Aboriginal or Torres Strait Islander.</p>	Term 3	Educators	<p>Term 1 Week 3 - Contact has been made with school admin and preschool enrolment forms have been forward to us.</p> <p>Term 1 Week 9 - Enrolment forms and collection forms have been changed as specified in goals, and we have added country of birth to include Aboriginal and Torres Strait Islander origin.</p> <p>-We have also included parents email address on the enrolment form along with rest/sleep request.</p> <p>Term 2 Week 1 - After reviewing the forms we need to make some small adjustments.</p> <p>Week 4 - The adjustments have been made.</p> <p>- The revised enrolment form has been displayed for parents to view, discuss and comment on.</p> <p>Week 5 – Parents have viewed the enrolment form</p>

				<p>Week 7 – Any feedback from parents has been viewed and implemented.</p> <ul style="list-style-type: none"> - Enrolment form has now been reviewed and sent to the approved provider. Waiting on approval to be printed for new enrolments.
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Standard /Element	Rationale for goal or identified issue			Priority L/M/H
6.2 / 6.2.1	To strengthen the connections and partnerships with the school community			M
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection
For the preschool and Stage 3 students to develop a buddy system that will assist with the transition to school.	<p>Made contact with stage 3 supervisor to discuss a book buddy system.</p> <p>Discuss book buddy outcomes.</p> <p>Organise appropriate time and days.</p> <p>Reflect on process and outcomes.</p>	Term 1-4	Educators	<p>Term 1 - Contact has been made with Stage 3 supervisor and program discussed.</p> <p>Term 2 - Due to the stage 3 teacher's & students commitments we have been unable to organise a suitable time as yet.</p> <ul style="list-style-type: none"> - Discussions have been made with the staff, the buddy system will begin in Term 3 Week 3

				Term 3 Week 1 – book buddy system also discussed with Stage 2 teacher.
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Standard /Element	Rationale for goal or identified issue				Priority L/M/H
6.2 / 6.2.3	We are found that we are displaying information in many different places in the foyer.				M
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection	
To establish a communal area within the foyer so information is displayed in one area for families.	<p>Discuss with families and educators the best place in the foyer for this area to be set up.</p> <p>What resources/materials will be needed.</p> <p>Discuss the finances needed to fund this area.</p> <p>Purchase materials required.</p>	<p>Term 2</p> <p>Term 2</p> <p>Term 2</p> <p>Term 2</p>	<p>Melinda and Deb A</p> <p>Melinda and Deb A</p> <p>Melinda and Deb A & Neil</p> <p>Melinda, Jo, Deb A</p>	<p>Term 2 Week 1 - Verbal discussions has occurred with families to seek their ideas. Educators have offered their ideas.</p> <p>Week 2- discuss ideas with preschool supervisor and how to fund and purchase the materials like a console table and shelves/noticeboard.</p> <p>- We will need to fundraise to be able to purchase the side table, due to restrictions in where we can purchase from. We are going to try and buy a repurposed table from gumtree.</p>	

	<p>Discuss with families what information would they like displayed and made available in the area.</p> <p>Establish area.</p> <p>Critically reflect with families and educators.</p>	<p>Term 3</p> <p>Term 3</p> <p>Term 3</p>	<p>Melinda, Jo, Deb A</p> <p>Melinda, Jo, Deb A</p> <p>Melinda, Jo, Deb A</p>	<p>Term 3 – Week 1 -Preschool snail trail fundraiser discussed, dates allocated and note devised.</p> <p>Week 2 – Educators purchased the side table as we saw second hand one that was ideal. (Parent feedback has been extremely positive, they like the new position of the sign in / sign out sheets, less congestion when the families are trying to get to their lockers.)</p> <p>Week 2 – fundraiser notes handed out to families.</p> <ul style="list-style-type: none"> - Side table set up in foyer. Other purchases still need to be sought after fundraiser eg: notice board. - iPads have been purchased in readiness for electronic sign in for families.
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Quality Area 7: Governance and Leadership

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, an ongoing cycle of planning and review, including engagement with families, create the climate for continuous improvement.

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment:

Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Confirmed
R.173	Have you ensured that all of the information included in R.173 is displayed so that it is clearly visible from the main entrance to your service?	✓
R55-56 R31	Have you ensured that your Quality Improvement Plan <ul style="list-style-type: none"> • Contains a statement of the service philosophy? 	✓
	<ul style="list-style-type: none"> • Is reviewed and revised at least annually? 	✓
R.145-154	Have you ensured that records for staff including teachers, School Learning Support Officers, volunteers and students are maintained and kept on the preschool premises? These include: <ul style="list-style-type: none"> • Working with Children Checks • Educational qualifications • ACECQA approved training, including first aid 	✓
	Have you ensured information is displayed that notes the principal as the nominated supervisor, educational leader and responsible person in charge?	✓

	Have you ensured a record is maintained of all educators working directly with children in the preschool?	✓
R.87 R.158-162	Have you ensured that all records relating to children at the service are maintained, including enrolment records, attendance records, health information, records of illness or accident?	✓
R.92, 99, R.177	Have you ensured that records related to children contain all the required information including authorisations for the administration of medication, medical treatment, the collection of children from the service and excursions?	✓
R.181-184	Have you ensured that records are stored appropriately to ensure confidentiality and are retained for the period indicated in R.183?	✓
R. 174-176	Do you ensure that changes to the operation of the service, serious incidents and complaints which allege a breach of Law or Regulations are reported to Early Learning within the required timeframes, who inform the Regulatory Authority?	✓
R.168-169	Do you ensure that all policies and procedures required by R.168, are in place, regularly reviewed, and available at the service?	✓
R. 170	Do you ensure that your departmental policies and local procedures are followed?	✓
R.172	Have you ensured that families are informed at least 14 days before changes are made to service policies or procedures that might have a significant impact on them, including changes in fees and the way they are collected?	✓
R.185	Have you ensured that a copy of the Education and Care Services National Law and Regulations can be accessed by educators, staff, volunteers and families, including those seeking to enrol their child at the service?	✓

If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

Standard 7.1	Governance supports the operation of a quality service.	
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service's operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

7.1.1

- Our philosophy guides the educators through all aspects of the preschool. It includes children's and family voices and community values.
- The philosophy is critically reflected on and reviewed annually ensuring the current preschool community is reflected.
- Our philosophy is displayed in the preschool foyer and included in the preschool information book.

7.1.2

- At orientation time families are informed that the preschool is a part of the Department of Education and the principal is our nominated supervisor.
- Children's records are stored safely and confidentially within the schools front office and within the preschool. Children's information is not shared with others.
- There is a system in place to review procedures annually. Procedures are reviewed at stage team meetings then displayed for family comment and adjusted accordingly.
- There is a dedicated School Administration Officer (SAO) allocated to management of the preschool. Within her role, she handles the day to day management of all preschool documents, including, but not limited to, enrolments, fees, and collection of mandatory documentation including immunisation records. These are then stored within the strong room (secure locked office where all confidential documentation is stored) of the main administration building. The development of strong administrative practices outside of the preschool results in educators having the opportunity to focus on children's learning and development, rather than administrative duties.
- Records are archived yearly and kept for the required period of time on the school premises.
- Records are disposed when required in a confidential manner.

- The preschool has an annual budget that is set at the commencement of the year that allows resources for an effective program delivery.
- Team meetings are held weekly to enable effective communication, critical reflection and decision making within the preschool.
- All complaints from parents and community are directed to the nominated preschool supervisor. Minor complaints are critically reflected on by educators under the direction of the nominated supervisor and responded to within a timely manner. More serious complaints are handled by the nominated supervisor and the school Principal, using the Department of Education complaints handling procedures, and if necessary referral is made to the Employee Performance and Conduct Unit (EPAC). All serious incidents, complaints and changes within the preschool setting result in the nominated approved provider making a notification to the DoE Early Learning Unit. The Early Learning Unit then makes notifications to the regulatory authorities on behalf of the approved provider.
- Noticeboard within preschool displays information about required notifications. This information is also shared within whole school staff development day's/ communication meetings.
- Strong governance arrangements through DoE, with strong school support provided through the Early Learning Unit.

7.1.3

- Responsibilities and expectations are clear to all educators. These are discussed and reviewed regularly at team meetings.
- All Department of Education staff including casual staff are involved in an induction process which includes school processes, WHS procedures and other relevant school information. Staff who engage regularly in the Preschool setting, this includes teachers covering weekly Release from Face to Face Teaching and teachers/SLSO's covering lunch breaks, are regularly given the opportunity to reflect on the settings philosophy and individual policies. All educators that work within the preschool, whether permanent or casual, are encouraged to critically reflect on their practices and to share their thoughts with other educators. This ensures that practices are embedded across both units with all educators involved in the preschool working towards the same goal.
- The preschool philosophy reflects educator's pedagogical practices, as well as community voices.

Standard 7.2	Effective leadership build and promotes a positive organisational culture and professional learning community.	
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

7.2.1

- Our Quality Improvement Plan is used to reflect our practices for self-assessment identify and establish new goals in conjunction with the National Quality Standards and Approved Learning framework.
- The Quality Improvement Plan is discussed during team meetings, then reflected and acted upon to assist in achieving goals.
- The Quality Improvement Plan is located in the parent library for families to view. A strengths comment sheet is displayed on the wall for families to make comments. We reflect on these comments and make changes where necessary.
- At the commencement of a new year with new families, our philosophy is reviewed with families and updated accordingly.

7.2.2

- The educational leader supports and allows educators to build on their professional understanding and learning related to effective programs to support the children's learning and development. This is completed in a variety of ways including the regular encouragement of educator attendance at professional development specific to the needs of the preschool. The educational leader/s regularly critically reflect on their knowledge of the Early Years Learning Framework and Preschool practices, and actively seek and attend relevant professional development directed at educational leaders to further develop this knowledge.
- The educational leader is actively involved in the monitoring of the preschool programs and learning cycle. Programs are formally collected and reviewed once every term with the individual educator. Informally the nominated supervisor discusses preschool practices and programs each week during the team meetings. Modifications are then made regularly to the planning cycle based on the weekly team critical reflection of current programs.

7.2.3

- Educators complete a formal Personal Development Plan with the nominated supervisor detailing school, preschool and personal goals. The PDP processes involves educators jointly and/or individually creating learning goals for the calendar year. These are reviewed at the mid-year point and end year with regular reflection completed by the educators with the nominated supervisor throughout the year. Educators have the opportunity to be formally supervised in their teaching practice by the nominated supervisor, as well as informally reflecting on teaching practice with peers. Educator goals are reflective of whole school targets and the school plan, as well as, individual professional career aspirations. The approved provider allocates financial resources and encourages staff to attend professional development that aligns with their PDP goals, including attendance at termly network meetings.
- Preschool teachers work within the Department regulations, the Children's Services Regulation and legislation.

Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue			Priority L/M/H
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection