



Kooloora Preschool



Quality Improvement Plan 2023

Jacqui Buchanan – Principal, Nominated Supervisor, Educational Leader and Responsible Person

Service approval number	SE-00009385	Approved provider	NSW Department of Education
Educators	Maree Walford, Preschool Teacher Chonnie Kulk/ Luke Jamieson – Preschool SLSO	Approved Provider number	PR-00005345
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Statement of Philosophy

Kooloora Preschool Philosophy



At Kooloora preschool we strive to provide a learning environment that is rich in cultural awareness. We aim to walk beside our families to develop confident, happy children who experience caring respectful relationships and friendships with each other and the environment in which they live. We support children and families in developing pathways to cultural knowledge and believe that by walking the journey together in partnership, we can build strong communities.

All educators resolve to impart a love of nature to our children and embed environmental education in aspects of our program using story and song. Our educators work to foster curiosity and engage in spontaneous moments that promote belonging, being and becoming.

We believe and acknowledge that each child comes into our preschool as a unique individual. We endeavour to empower each child to take ownership of their journey through investigating areas of learning that peak curiosity.



This philosophy was produced with the input from our families and community. Each individual was offered a river rock to record a word that describes what preschool means to them and their family. These words have provided direction and understanding when developing Kooloora Preschool's philosophy.

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 2: Assess your compliance with the regulatory requirements

Date of self-assessment: 19.10.22

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? 	✓
<p>If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.</p>		

Step 3: Identify and record your strengths- practices demonstrating quality at 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 Approved learning framework

- Based on knowledge gained from observing children and information gained from families, educators use the EYLF principles, practices and outcomes to plan for each child's learning and development. The framework guides our open-ended, play based learning environment that immerses learners in experiences that fosters their learning, development and wellbeing.
- All educators support children to explore literacy and numeracy concepts in play and throughout the day, addressing learning outcomes 4 and 5. The daily routine includes songs, chants and rhymes, as well as opportunities to count and order objects and toys. Educators are very deliberate in talking explicitly about phonological concepts, such as identifying the beginning sounds of children's names, and helping children to find letters and sounds in shared stories.
- Educators attended professional learning by the Royal Far West School to critically reflect upon the indoor environment in terms of how much print was displayed and available for children to access. Labelling objects, print in wall displays, and allowing children to experiment with print has assisted in creating a 'print-rich' environment. For example, writing tools, paper & notebooks are included in play areas and have been used for 'restaurant orders', 'letters home', designs for block towers

- The language of the EYLF learning outcomes and evidence of learning are reflected in children's individual and group learning cycles. This ensures that our planning aligns with our philosophy and the EYLF pedagogical practice of 'play based learning and intentionality'. This supports educators to plan for future learning and to critically reflect on individual children's learning, development. Our program and decision-making are underpinned by the statements made in our philosophy.
- Storypark documentation posts of children's learning are tracked in a table against the learning outcomes, enabling educators to monitor all children's progression towards each of the 5 learning outcomes.

1.1.2 Child centred

- Educators hold an interview with each family before the child starts to identify their learning aspirations and goals for their child in the year ahead and to inform the educational program. These goals might start with strategies for separating from home, any anxieties the child may have around starting preschool, and things the child enjoys. This ensures that the first few weeks of the program highlight the child's interests and educators can best support their transition to preschool. These collaboratively formed goals are summarised in a table.
- Children with specific learning needs and their families are supported through this transition by communication with other services providing programs such as speech pathology and occupational therapy. The families are encouraged to provide reports or therapy programs before their child begins preschool so that there is a seamless transition for support programs as well as the general preschool program from day one.
- Enrolment meeting observations drive the initial program for the beginning of the children's preschool journey at Koolooro. Educators observe and converse with each child and their families to develop engaging experiences that encourage a sense of belonging within the environment. For example, a child brought a dinosaur to the enrolment interview and role played with the educator. Educators set up a dramatic dinosaur display to evoke connection, communication and confidence as a learner.
- Cultural protocols are practiced, respected and modelled during group sessions. Cultural experiences such as Acknowledgement of Country are explored with children. Educators ensure that all cultures are accepted and celebrated, and children are supported to

respond to diversity with respect, as expressed in our philosophy. Children's diverse cultures are embraced through inviting families to share their cultures with children and educators respond through classroom displays, provocations and songs

- We continually demonstrate flexibility by providing an open program that supports and fosters children's emerging ideas. We incorporate spontaneous learning activities and encourage agency and autonomy by responding to children's requests regarding resources. This ensures that experiences are current and meaningful. For example, a child's offer of ideas (musical statues, particular song) during music and movement being met. Where significant, their ideas are recorded in our program documentation
- Educators implement group projects to support children with similar interests to learn together and from each other. Group projects are documented in a project book, with recent projects including insect homes and emu eggs. Educators observe children in group situations using imaginative play and these ideas are used as the basis to develop collaborative experiences. Family suggestions and community events also influence the introduction of group projects, please ask educators for more examples.

1.1.3 Program learning opportunities

- Educators provide a balance of child-initiated and educator led approaches to learning supported by a flexible timetable. Educators embrace the 'teachable moment' and use these opportunities to maximise each child's learning. They readily adapt group sessions to extend evolving and spontaneous ideas and foster children's curiosity in line with our philosophy. For example, children found an insect and this interest was followed using technology to research the insect at the request of the group.
- Children's ongoing interests are reflected upon by educators at team meetings with all educators contributing ideas for learning experiences to create learning projects. A recent interest that was extended and became a project as 'tadpoles'. Families also contributed to this particular project through the provision of resources and cultural knowledge. This interest then evolved into a discussion of lifecycle and then silkworms.
- Group times are flexible and use intentional teaching to promote learning in relation to areas such as music, and the development of literacy, numeracy, scientific and technology understandings. The children often drive the choices as their interests and

investigations are paramount to making the learning meaningful and resonant. As educators, we use intentional teaching to scaffold children's learning and engage in sustained shared thinking, resulting from genuine listening and responding.

- Group times facilitate social interactions and participation, fostering communication through song, finger play and open-ended questioning. The focus is often informed by team reflection. Children were observed wasting paper at the craft table, as a result a group discussion was initiated addressing where paper comes from, importance of not wasting it, followed up by a learning experience where children made their own paper.
- We use a project-based learning approach to investigations and documentation. Children are empowered to make decisions about resources they use, games they play and spaces they occupy and are given opportunity to plan, develop and execute their interests. For example, children were recently interested in robots and were assisted to research this interest and supplied resources to facilitate the building of robots. A space was made so children could continue their construction and ongoing interest

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 Intentional teaching

- Differentiated learning experiences are planned to allow multiple access points that encourage children to make choices and decisions when attempting tasks. Children are encouraged to explore materials, express their ideas and learn from their mistakes in

a supportive and inclusive environment. Educators create an inclusive program by differentiating or modifying any experience where necessary so that all children can participate fully.

- We demonstrate respect for the Aboriginal and Torres Strait Islander culture and provide opportunities for the children to learn about traditional Aboriginal life through our bush tucker garden. When we explore this space, we have a curriculum focus in mind that will range from concrete experiences with biodiversity such as birdlife, flora, clouds and weather.
- Daily reflection/yarning on the intentional program occurs between educators as a matter of practice. These reflections can be spontaneous or planned but all are considered in the planning of the learning environment, the setting up of resources, the structure of the day and possibilities for individual children's development. Observations of children ensures educators are able to reflect on and analyse children's ideas to plan future learning.
- Literacy and numeracy learning experiences are embedded in our play-based learning program through measuring in cooking experiences, trial and error/cause and effect engineering experiences, writing, names and patterns when completing art experiences, and kinetic numeracy (moving while counting) during physical activity experiences. Educators model writing in experiences and have literacy and numeracy provocations in the environment such as a letter grid and environmental print
- As children play and investigate our educators can be observed joining them to intentionally extend their thinking and learning through open ended questioning, speculating, explaining and engaging in sustained shared conversations. We also implement the planned intentional program, SWAY (Sounds, Words, Aboriginal Language and Yarning) using this to talk explicitly about phonological concepts, such as rhyme, letters and sounds when sharing texts with children.

1.2.2 Responsive teaching and scaffolding

- Educators use strategies such as critical thinking, purposeful open-ended questioning and explaining to extend children's problem solving skills and to encourage them to hypothesise. This was evidenced by the educators' impromptu incursions to the main school during Kinder transition. If a child was curious about the library, we would visit the librarian who would engage in question/answer time provide examples for hands on learning, understanding and knowledge.
- Each child's interests are scaffolded through intentional teaching and responding in the moment to children's play, ideas, questions and wonderings. Our educators enthusiastically join in children's play when warranted with the valuable research from Vygotsky reflected in our interactions and deliberate scaffolding of children's learning.
- Our educators are also responsive to family input. For example, a family shared that their child plays Uno at home with their older siblings. An educator encouraged the child to bring their cards to preschool to challenge them in a game. This led to the educator teaching other children to play, resulting in an increase in the child's confidence, social skills and understanding of number.
- Educators scaffold literacy and numeracy foundations through deliberate provisions and provocations. A wide variety of experiences are offered to promote and extend literacy knowledge and understandings, such as name writing, rhyming finger plays and writing for a specific purpose. Mathematical concepts are introduced at learning stations children access at their own level. Beads for counting can be extended by adding numerals to match with and writing implements to draw, write patterns and numbers
- Children's requests for resources and play spaces are met within the capability of the service and educators. Educators exercise flexibility within the routine to facilitate children's active decision making. The children are encouraged through communication to assess the impact of their decisions on their peers. An example of this is a child's request to access the large grassed run area. The request can be met with consideration to staff ratios, existing indoor/outdoor spaces already open.

1.2.3 Child directed learning

- Educators engage in a range of learning experiences that provide children with the opportunity to make choices and influence their environment. These include voting, using tallies to make decisions and graphing children's responses to allow for feedback on the

environment. Children will often be involved in setting up experiences and make decisions on resources that they would like to engage with. Children's requests often include moving certain experiences into the indoor or outdoor environments.

- Observations provide opportunities for educators to facilitate learning by asking open ended questions and showing interest to encourage thinking. An intentional teaching experience was planned due to a conversation between children about eggs hatching. Educators supported children to use technology to access resources such as time lapses, songs, photographs and videos allowing opportunities for questioning by children and questioning that facilitated problem solving.
- Educators provide opportunities for children to take the lead in their learning and development. Children are encouraged to make choices by being offered a range of expansive learning experiences both indoors and outdoors. This includes passive and active areas, expansive outdoor play space where choice is encouraged and opportunities to exercise leadership and have input.
- The children are a part of writing risk minimisation plans through intentional teaching experiences promoting agency and leadership in children. The children reflect the importance of being and feeling safe within their learning environments by identifying potential risks and ways to reduce these risks.

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 Assessment and planning cycle

- Following critical reflection and discussions with all educators, the development of a new observation format has provided educators with a deeper understanding of what drives the program, as well as make explicit group assessment and planning cycles. Educators meet each week to critically reflect on planning and implementing opportunities for individual, small and whole group experiences.
- Learning stories help document learning cycles for individual children. These describe the child's learning, an analysis of their learning, planned learning experiences to extend the child's learning and then a reflection of their learning. Examples of these are stored in Seesaw for family's information, as well as hard copy portfolio.
- We use an online tracking system for collection of observations and jottings to support effective and sustainable assessment and planning for each child and the whole group. This also ensures all children are being supported to work towards all 5 EYLF learning outcomes. Educators use it to identify children that may require support or additional observation. This practice ensures all children are having learning opportunities and intentional teaching that is based on their interests and or needs.
- Educators collect and analyse individual and group observations to inform planning decisions for each child. These are posted on Seesaw for parents to read and respond.

- We record children's learning each week through a written overview of the week's happenings which is available for parents to read at pick up and also posted on Seesaw. Developmental milestones are incorporated into a checklist to ensure each child's developmental needs, interests and experiences are tracked and incorporated in the program.

1.3.2 Critical reflection

- Reflection meetings are held weekly for educators to share and think deeply about their work with children. We refer regularly to the EYLF and NQS, paying particular attention to the exceeding themes in order to provide the highest quality learning opportunities for all children. Informal reflection meetings are held at the end of each day and note observations made throughout the day. We use the EYLF, theorists and current research as our guide in assessing the impact of the program on outcomes
- Educators use reflective conversations on the implementation of the program and observations of children's learning and development in order to review the cycle of planning, assessing, documenting and evaluating. Educators reflect on learning experiences, for example, what worked and what didn't, spontaneous teaching that occurred throughout the day and key observations that we will extend and educators can plan and evaluate the weekly program to ensure all children's needs are being met.
- Educators demonstrate 'reflection-in-action' by changing or altering experiences which are not engaging children and communicate with each other and the children throughout the day about aspects of practice that may need to change. For example, an educator observed a puzzle was too difficult for a child, so they provided an easier puzzle for the child to ensure the child would experience success in the area.

1.3.3 Information for families

- Information about the program is visible on the online platform Seesaw as well as displayed for families in the community room. The program provides evidence of the planning cycle and individual children's learning. Educators use the Seesaw app to clearly communicate with families the individual learning experiences for their child, daily observations and progress that takes place at preschool and provides families the opportunity to provide feedback.
- Families have been surveyed in regard to how best to communicate the program and their child's progress. The information is used to analyse and adjust how our families receive information. Feedback provided suggests yarning as being the most valuable form of conveying information. Educators additionally use yarning as a cultural access point to provide our families with updates and progress reports.
- Educators engage regularly in verbal interactions/yarning with families which is enabled through the deliberate timetabling of all educators being on the floor for children's arrival. This results in families being able to communicate information which can be used to inform program planning, as well as allowing educators to communicate with family about the program. Educators communicate daily with families to inform them of their child's experiences and learning throughout the day.
- Families play an active role in the development of Personalised Learning Pathways (PLPs) for Aboriginal students and their voice is clearly represented in plans that are regularly reviewed and updated. This aims to increase engagement by tailoring learning based on individual strengths, needs, interests, culture and goals. Our preschool has been recognised by the Department as providing strong support to families in this process and feature in the '[Strong Strides Together](#)' CESE research paper.
- Formal feedback to families is given via Semester 1 Learning Outcome updates and the completion of Transition to school statements at the end of the year.

Step 4: Improvement Plan- what will be achieved in terms of improved outcomes for children, families or the community.

The Improvement Plan for Quality Area 1 is linked to Strategic Direction 1: *Student growth and attainment* in our School plan.

Standard /Element	Purpose- As a result of self-assessment against the NQS you may identify a goal in this area for quality improvement. What is the reason for focusing on this goal?			Priority L/M/H
1.1.3 Assessment and planning cycle	Continue to strengthen documentation to engage with families and children about their progress, participation, and planning within the program.			H
Goal or outcome What will we do differently? What will our work achieve?	Success measure	Who and when? Who will lead transformational change and when do we expect to achieve this?	Progress notes What strategies and evidence have been used to milestone progress and when did these occur?	

<p>To develop a user friendly program and supporting documentation that provides educators and families with a clear, concise, culturally appropriate snapshot of the educational journey of all children.</p>	<p>A clear, streamlined documentation process that can be easily understood by all stakeholders.</p>	<p>All educators</p>	<p>Term 1 2023</p> <p>18-2-23 Educators and Sharon met to discuss different types of documentation templates to trial that clearly link the assessment and planning cycle</p> <p>Individual observations clear need to show in whole group documentation also</p> <p>24-2-23 Using a simplified daily/weekly journal in foyer for families</p> <p>6-3-23 Thinking, talking floor books PL</p> <p>Term 2 2023</p> <p>28-4-22 Educators attend SWAY training PL to enhance planning for Aboriginal children.</p> <p>23-5-23 Preschool stage planning day. Reflections on program documentation methods with support of early learning advisor</p> <p>Term 3 ECA program documentation PL</p>
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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 2: Assess your compliance with the regulatory requirements

Date of self-assessment: 19.10.22

Ref. to Law (S) Regulation (R)	Does your service meet these requirements?	Confirmed
R.90 R.162	<p>Have you received a medical management plan from the parent/carer of all children with specific health care needs, allergy or medical conditions?</p> <p>Do you have a risk-minimisation plan and communication plan for all children with specific health care needs, allergy or medical conditions?</p> <p>Prior to enrolment have you collected an AIR Immunisation History Statement or an AIR immunisation history form-for each child, as required under the NSW Public Health Act?.</p>	✓
R.91	<p>Have you provided parents of any child enrolled who has a specific health care need, allergy or medical condition with a copy of:</p> <ul style="list-style-type: none"> ✓ Student Health in NSW Public Schools: A summary and consolidation of policy and ✓ preschool procedure relating to medical conditions in children. 	✓
R.92-96 R.161	<p>Have you ensured that all educators, families and, where applicable, children are aware of the procedure for administering medication and always follow it and complete administration of medication records?</p>	✓
R.81	<p>Have you ensured that you meet each child's need for sleep and/or rest?</p>	✓
R.88	<p>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?</p>	✓

R.85-87	Have you ensured that all educators follow service procedures in the event of an accident, injury or illness and accurately complete incident, injury, trauma or illness records?	✓
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?	✓
S.165	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, clean and in good repair and that children cannot access dangerous items? Are risk minimisation plans in place for (a) the general preschool environment (b) visits into the school? Are emergency evacuation plans and floor plans displayed at all exit points and have you developed a risk minimisation plan to support emergency and evacuation procedures. Are emergency and evacuation procedures practiced at least every 3 months, documented and evaluated? Have you conducted a risk assessment to identify potential emergencies specific to the preschool?	✓
R.99	Have you ensured that all educators follow service procedures about the delivery and collection of children from the service?	✓
R.100 -102	Have you ensured that all educators follow service procedures in relation to excursions, including obtaining authorisations for any excursions or regular outings and conducting appropriate risk assessments?	✓

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

Step 3: Identify and record your strengths- practices demonstrating quality at 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 Wellbeing and comfort

- Children's rest or sleeping requirements and habits are discussed with families during the initial interview at enrolment and communicated verbally between educators and parents at point of need. Sleeping habits and requirements change frequently and when communicated are documented in the reflection journal as a point of planning within weekly reflection meetings. As a result, all staff are aware of children's individual needs.
- Children are provided a choice of experiences for rest, relaxation and quiet time both indoors and outdoors. Children have the option to sleep on a mattress or rest with a book in a quiet space. An educator supervises the children and ensures they are comfortable and safe, engaging in reading or music with them. Following reflection around supporting wellbeing, yoga, stretching or visualisation are offered to children who want an active option to participate in during quiet time.
- Following engagement in Anxiety Project professional learning and team reflection educators engage children in Cosmic yoga and mindfulness activities regularly in connection to radical downtime. This promotes development of mind, body and soul. Regular

sessions that promote self-empowerment using colour therapy and breathing techniques are developed as a part of circle time to support wellbeing.

- Aboriginal cultural perspectives are embedded through discussions (Mother Earth/Father Sky), ensuring the cultural heritage of our children and families are acknowledged and respected. This is aligned to our philosophy of ensuring Aboriginal culture is respected.
- Children are supported with toileting and dressing in a way that promotes individual privacy and dignity. Educators have supported a number of children with toilet training, supporting children to access our smaller sized toilet and change from pull ups to underpants with great success using strategies such as toilet timing and individual toilet times. The strategies are discussed with parents and this allowed consistency for children and promoted their sense of wellbeing and belonging.

2.1.2 Health practices and procedures

- Children's health needs are identified through the enrolment process. Educators meet with relevant families to gather additional information and collaborate to develop the child's risk minimisation plan. This communication ensures the necessary systems are in place to support the child when they commence and is ongoing throughout the child's enrolment.
- Staff have reflected on the high levels of Aboriginal children enrolled and intentional teaching occurs in regard to Otitis Media being particularly prevalent amongst these children. Children are explicitly taught the 'Breathe, Blow, Cough' method and practiced on a daily basis through song and action. A nose-blowing station at an additional display area near the bathroom door provides a consistent area for children find and use tissues independently.
- We have strong links to the local Aboriginal Health service. It's utilised to screen children for hearing and vision. The focus being on collaboration with families ensuring early identification and treatment. Providing wraparound services under one roof has seen a shift in how our community see allied health partners in education. This helps with long term positive outcomes for children. We see our families building capacity to develop skills at home while working with numerous professionals
- The Teeth and Smiles dental van which visits the main school and is a service that can be accessed by preschool children on their regular preschool day. This supports families who may not otherwise have access to dental care for their children. Our service was

one of the pilot sites for Hearing Australia's 'Listen to learn' initiative. As a result, educators are now more aware of how to identify hearing difficulties in children.

- Effective hygiene practices are actively modelled, promoted and embedded in the everyday program. Hand washing and toileting procedures are displayed in the centre for both educators and children to promote this. Educators check bathroom/toilet areas throughout the day, to maintain hygiene standards. Intentional teaching around flushing the toilets, hand washing and notifying educators of any accidents or liquid on the floor in the toilet area are implemented.

2.1.3 Healthy lifestyles

- Learning experiences in our bush tucker garden align to our philosophy of supporting children's developing pathways towards cultural knowledge. Educators use this to extend the children's knowledge of bush tucker, as well as fresh and healthy food options. Educators engage in conversations about healthy lifestyles, nutrition and physical activity within spontaneous and planned activities. We extend children's learning by using produce from our bush tucker garden in regular cooking experiences.
- Educators use mealtimes as an opportunity to model, discuss and promote healthy eating and food choices. Information is given to families and regular discussions take place with children and families about healthy foods and the importance of good nutrition for early childhood development. When relevant, educators talk with children to raise awareness of food allergies and make them aware of any foods of concern identified in children's health plans.
- Families are supported to provide healthy lunches with information included in enrolment/orientation packs and through ongoing information/ideas posted via Seesaw. Children have access to water throughout the day from refillable water bottles. Following team reflection and discussion related to children not accessing water when they are playing outdoors, a bubbler was installed to ensure independent access to water.

- Children are offered a range of planned physical activity experiences that are embedded within the program, for example:
 - participation in whole school athletics and cross-country carnivals
 - educator led movement activities (part of the Move Like a Mariner program)
 - family access to movement activities via Seesaw to do with their child at home
 - a newly installed bike track
 - cultural dance sessions with our Aboriginal Education Officer.
- In 2022 educators completed fundamental movement skills training through Central Coast Health and the ‘Move like Mariner’ program. Evidence of the relationship we built with our community soccer team and how they contributed to our program is highlighted in our ‘Move Like a Mariner’ video.

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 management	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 Supervision

- We have a comprehensive supervision plan and ensure that educators are familiar with this and expectations regarding supervision and children’s safety. A recent review of this plan was informed by the ACECQA information sheet: Adequate supervision and the

Guide to Child Safe Standards. An incident where a child was able to access an unsupervised area of the preschool resulted in reflection and immediate review of the supervision plan and child safe environment procedure to strengthen practices

- All educators maintain active supervision through ongoing communication and awareness of where the children are and which activities they are engaged in, moving to different areas when required. An educator is assigned to areas or activities that need close supervision. For example, the outdoor playground can be sectioned off into two different play spaces. The bike track is opened when educators can provide adequate supervision in this area.
- Transition/handover procedures ensure educators are aware of planned routines and changes communicated on the floor at handover time. Educator continuity, as far as possible (casual, break, release staff) provides a solid awareness of procedures, routines, designated play areas, indoor and outdoor safety checks and risk assessments in place.
- Risk minimisation plans for risky play or equipment that may require reasonable precaution are discussed at reflection meetings. Families are also given the opportunity to provide feedback. Children are a part of writing risk minimisation plans through intentional teaching experiences promoting agency and leadership in children. The children discuss importance of being and feeling safe within their learning environments by identifying potential risks and ways to reduce these.
- We review equipment safety and the learning environment conditions daily by completing indoor and outdoor safety checklists. We document and act immediately on any safety concerns and advise the school's Work Health and Safety (WHS) team on any matters that need attention from experts, tradespersons or the general assistant who does repairs throughout the school. As a result, we provide our children with a consistently safe environment.

2.2.2 Incident and emergency management

- Educators use critical reflection on emergency drills to ensure children have a deep understanding of the practice. Drills are evaluated and procedures adjusted accordingly, if required. For example, a recent drill identified that class lists in the emergency

packs needed to be updated to reflect new enrolments. Drills are communicated to families via Seesaw or yarning. Drills that happen at school can be a catalyst to provide information to families and provide program learning opportunities.

- Additionally, drills are tracked and documented on the Department system ICE by the Principal and monitored, reviewed and developed in consultation with Health and Safety Officers at regional offices.
- Educators review completed incident, injury, illness and trauma records reflecting upon potential triggers and hazards. For example, it was noticed that a number of injuries occurred on the new balance beam despite a risk minimisation plan being already in place. This was updated to ensure that an educator is positioned close to the balance beam when children are using this equipment.
- Procedures are systemically reflected upon (at team meetings in the WHS section) to support child safety. Procedures in place to monitor and minimise hazards and safety risks include:
 - daily safety checklists
 - identify, document and remove or report potential hazards
 - risk assessments for potential hazards
 - annual electrical tagging and maintenance of fire extinguishers
 - Material Safety Data Sheets are held for all substances.

2.2.3 Child protection

- All educators complete annual mandatory Child Protection training and are aware of their responsibility to respond to all children at risk of harm. They understand their responsibilities as mandatory reporters of child wellbeing concerns and refer to the 'Child Story' website for additional information from the decision-making tree when required.
- Educators discuss any concerns for children with the preschool supervisor or Principal, who make Child Wellbeing Unit notifications or reports to DCJ as necessary. Educators follow up on these notifications to ensure they have been made and to see whether they need to proceed with any further steps. Our team meetings provide further opportunity for educators to clarify responsibilities as well as discuss individual children.
- Educators and families have access to a Community Liaison Officer and Aboriginal Education Officer who have experience working with children who have experienced abuse and neglect. They can assist families to access culturally appropriate support that is responsive to their priorities and strengths. Educators maintain connections with Aboriginal health services and other local services and update brochures in our community room to ensure families can access information in a non-invasive way.
- Children who have experienced trauma are planned for within the program and educators ensure the families are supported with the necessary external agencies. The preschool team discuss the challenges individual children are facing, and/or their family at team meetings. The strategies discussed to support educators and all parties are minuted. This supportive approach aligns to our service aim, as articulated in our philosophy, of walking beside families to develop confident, happy children.
- Records relating to court orders, custody arrangements and DCJ are communicated to all relevant educators and stored confidentially in the children's individual record cards. New or relieving educators, and other staff members are made aware of their responsibilities in relation to child protection and the protection needs of individual children in the service.

Step 4: Improvement Plan- what will be achieved in terms of improved outcomes for children, families or the community.

The Improvement Plan for Quality Area 2 is linked to Strategic Directions (*insert here if applicable*) in our School plan.
(Optional-remove box if not applicable)

Standard /Element	Purpose- As a result of self-assessment against the NQS you may identify a goal in this area for quality improvement. What is the reason for focusing on this goal?		Priority L/M/H
2.2 safety	We are aware of the requirement to implement the Child Safe Standard and so want understand them and our responsibilities and to ensure we are providing a child safe environment.		
Goal or outcome What will we do differently? What will our work achieve?	Steps or strategies How will we achieve our goal or outcome?	Who and when? Who will lead transformational change and when do we expect to achieve this?	Progress notes What strategies and evidence have been used to milestone progress and when did these occur?
The Child Safe Standards are implemented in the preschool	<ul style="list-style-type: none"> • Create an action plan • Research and explore • Engage in reflective practice • Undertake self assessment • Review preschool philosophy • Trial and evaluate 	The preschool supervisor will lead review of the Child Safe Standards at regular stage meetings.	23/6/23 Educators provided with a copy of the standards to review.

	<ul style="list-style-type: none">• Communicate with families•		
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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 2: Assess your compliance with the regulatory requirements

Date of self-assessment: 19.10.22

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"> • 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"> • Do all children have access to sufficient furniture, materials and developmentally appropriate equipment suitable for their education and care? 	✓
	<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?	✓

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

Step 3: Identify and record your strengths- practices demonstrating quality at 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 Fit for purpose

- Children have access to a large indoor space, two large outdoor spaces and a bush tucker garden. Access to these multiple spaces ensures children can engage in solitary play, work in small or large group experiences and can be flexible depending on the number of children and staff and the interests of the children. An undercover outdoor space allows for an outdoor program to continue as weather permits in the colder seasons and provides shade from the sun.
- The environment actively supports children to take safe risks and challenge themselves. For example, tree climbing is encouraged to a safe height with educator supervision. Children are involved in the setting of rules for safe climbing and in doing so develop skills of risk management.
- Our community room was developed in consultation with families and is a multipurpose room in which families, community and professional networks meet to engage in activities related to our service. It reflects the diversity within our local community and is designed to meet these needs. External services such as speech therapy are provided in this room. This demonstrates an environment that is flexible and stimulating to enhance each child's development, learning and wellbeing.
- Indoor and outdoor learning environments have been developed in collaboration with children, families, AECG and community members. Spaces are aesthetically pleasing with a 'natural' essence and are inviting for children and promote active engagement in their learning. These spaces align with the EYLF pedagogical practice of learning environments that 'foster an appreciation of the natural environment, develop environmental awareness and provide a platform for ongoing environmental education.'

- In 2022 children brainstormed ideas for what they would like to see in the playground. Educators made a mind map of these ideas. Educators then researched possible equipment based on these ideas and created a poll for both children and families to decide the most popular choices. As a result we now have a playground designed by our children. A risk minimisation plan was developed with children to ensure suitability, safety and access for all children

3.1.2 Upkeep

- Comprehensive checklists are conducted each day for both the indoor and outdoor environment to identify any potential hazards or safety issues. We immediately deal with any safety issues wherever possible and report any hazards or serious risks to the nominated supervisor and the school's WHS committee so that safety issues are addressed in a timely manner. Identified maintenance issues are entered in the general assistant's logbook to ensure that all maintenance is documented and attended to
- The cleaning of preschool premises occurs daily and at point of need. Contracted cleaning staff administer cleaning at the conclusion of each day. The building, premises, floors, furniture and bathrooms are cleaned by the cleaning staff. Additional cleaning occurs throughout the day. Tote trays are cleaned weekly by the SLSO and at point of need between groups. Toys and equipment are cleaned at point of need. The grounds are maintained by the General Assistant.
- Working bees occur to maintain and beautify our bush tucker garden. The green thumb garden group, consisting of children and teachers from the primary school, meet on a regular basis with the bush tucker garden being one of the designated areas within their program. This shared care of our bush tucker garden supports our gardening and cooking program, whilst also supporting children to learn more about traditional bush tucker.
- Spaces are uncluttered and maintained to ensure that meaningful and relevant learning experiences occur. Educators recognise that the environment is a third teacher and strive to ensure that all areas are clean, inviting, comfortable, flexible and responsive to children's interests and abilities.

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 Inclusive environment

- Educators embrace the importance of drawing on pedagogical practices supported by the EYLF to create physical and social learning environments that grow and change in response to the child. Learning spaces are organised to provide diverse learning experiences and are responsive to interests and capabilities. As a result, our ongoing program is inclusive, with all children supported to fully engage. Recently a swing chair has been installed to support a child with autism.
- The resources reflect the community and environment. As part of our cultural connection we use the natural environment and create a multipurpose use for our plants. The children learn about bush tucker and bush medicine with educators and the Aboriginal

Education Officer. We additionally engage in activities such as weaving and craft using plant reeds/sticks/stones. Parents and community often join/engage in our program, contributing valuable knowledge to extend our understandings.

- Our program and environment reflect the cultures represented within our community. Our preschool has 75% Aboriginal enrolment, and our program reflects Aboriginal perspectives through story, language, resources and the Acknowledgement of Country each day. We offer cultural resources within each experience including music, signage, visual representation and environmentally sourced loose parts that enhance numeracy and literacy learning.
- Our approach to children's education is one that emphasises the role of the environment as the third teacher, an environment that evokes children's curiosity, creativity and wonder. Educators adjust the environment to meet children's needs. Our flexibility to adapt learning experiences within the environment supports and develops children's learning. It acts as a source of inspiration and encourages children to dive deeper into their interests and learn independently based on their understandings.
- The preschool children also utilise Toukley Public School's playground, hall and library at different times during the year, such as library borrowing, Sports in schools Activities (SISA) Book Week activities and whole school events under the school COLA (Covered Outdoor Learning Area).

3.2.2 Resources support play-based learning

- Resources and activities are freely available on open shelving and can be used in most locations throughout the playroom. Open shelving in the art and craft areas allows children to choose the materials they enjoy and the techniques they want to use in their work. For example, a child may choose to use thinner brushes, a different shade of paint, a larger piece of paper.
- Elements of nature are a feature of both the indoor and outdoor learning environments with children having independent access to rocks, trees, sand, grass, sticks, pebbles, and a large range of Aboriginal artefacts including coolamons to use in their play. Educators offer flexible time for engagement and will transfer activities indoors/outdoors to support extension of learning.

- Addressing the EYLF principle of 'Respect for diversity', we provide a rich variety of resources that reflect the learning needs and passions of the children, cultural diversity and Aboriginal culture. Resources include a vast range of natural materials and strongly support loose parts pedagogy. Educators have implemented a long-term plan to acquire plentiful resources through creative means such as donations, op shopping, swapping, recycling and repurposing.
- Educators have a variety of gumboots and raincoats accessible for each child. Children will often convey their desire to jump in puddles and become curious when seeing changes within the outdoor environment after the rain. Educators use such resources to promote and extend the children's curiosity, wonder and knowledge of the world, promoting play based, spontaneous learning and investigations to occur.
- Educators respond to children's spontaneous requests for equipment and resources. This is evidenced by a child requesting a desire to make tap sticks using sticks from the environment. Educators assisted in the collection, supplied sandpaper and investigated dot art for the children to create artwork on the tap sticks. This experience encouraged multiple children to join in with the play-based activity.
- We work in close collaboration with schools Learning Support Team to support and ensure all children have access to resources and materials that enable every child to engage in play-based learning at the own individual developmental stage. The Learning Support team provide ongoing support to educators and families through the provision and loan of resources such a fiddle toys, weighted blankets, wobbly chairs etc that support the inclusion of children with additional sensory and learning needs.

3.2.3 Environmentally responsible

- Our philosophy expresses our educator's resolve to impart a love of nature and embed environmental education. To do this, they make sustainable education a part of their everyday practice, rather than a topic or theme to consider for a short time. It is embedded within the program and part of the day to day operation of the preschool. This enables educators and children to promote a sense of responsibility, show respect for the environment, be active participants.

- Literature and pictures supporting sustainable practices are available to children. We engage the children at every possible opportunity to be responsible for our sustainability goals by discussing environmental issues, modelling sustainable practice, sharing out specific recycling tasks and the explicit teaching of the recycling process for many different materials.
- We explicitly teach our children how to sort our daily morning tea and lunch rubbish into recyclables, reusable items and rubbish in order to embed knowledge of sustainable practice and experience first-hand how to make an individual difference. We also actively encourage our children to bring in materials for our craft and construction areas so that the materials can be repurposed and enjoyed by themselves and others. In this way the materials are repurposed many times.
- Small waste bins which correlate with Central Coast Council bin colours. Children are able to confidently articulate which scraps are suitable for the appropriate coloured bin with minimal assistance.

Step 4: Improvement Plan- what will be achieved in terms of improved outcomes for children, families or the community.

The Improvement Plan for Quality Area 3 is linked to Strategic Direction

Standard /Element	Purpose- As a result of self-assessment against the NQS you may identify a goal in this area for quality improvement. What is the reason for focusing on this goal?		Priority L/M/H
3.2.3	To enhance existing natural areas of the preschool to enable the expansion of bush tucker garden and a safe bush kindy area.		M
Goal or outcome What will we do differently? What will our work achieve?	Steps or strategies How will we achieve our goal or outcome?	Who and when? Who will lead transformational change and when do we expect to achieve this?	Progress notes What strategies and evidence have been used to milestone progress and when did these occur?
To provide a more user friendly safe for our children to access our existing bush tucker garden and bush kindy play space.	Meet with landscaper to develop plans an obtain quote Obtain feedback and input from children and families Gain feedback and approval from AECC Notify Regulatory authority prior to any works carried out.	Educators AEO	10-6-23 met with landscaper 19-6-23 concept presented to AECC for feedback

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 2: Assess your compliance with the regulatory requirements

Date of self-assessment: 19.10.22

Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Confirmed
R.122-123 R. 271	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 R.126	Have you ensured that School Learning Support Officers hold, or are actively working towards, an ACECQA approved certificate III level qualification?	✓
R.129-135 R.136	Have you ensured that at all times children are in attendance at the service there is at least one person who has completed training in the management of anaphylaxis and at least one person with an ACECQA approved <ul style="list-style-type: none"> • first aid qualification available, and • emergency asthma management training? 	✓
If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.		

Step 3: Identify and record your strengths- practices demonstrating quality at 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 Organisation of educators

- The preschool has undergone significant staffing changes in 2023 with previous permanent preschool educators being supported to obtain higher duty roles in Department of Education non-school based corporate positions. A newly created position of preschool Deputy Principal who is an experienced ECT and very familiar with the routines, procedures, families and context ensures that newly appointed educators are well supported in their roles and that continuity is maintained for families and children
- As part of the broader school context there are also admin staff, an Aboriginal Education Officer (AEO), a community liaison officer and specialist learning and support teachers timetabled to work within the preschool to support children's learning and development. The AEO is a long-standing member of the local community and has deep knowledge of the school community and relationships of families within the preschool. This ensures strong engagement with families and community.
- The daily routine is organised to allow for educators to engage with and foster relationships with families, while other educators focus fully on children as they engage in learning opportunities. This is demonstrated by operating at higher staff to child ratios than required to allow educators to be available to talk with parents at peak times. The Deputy is immediately available to work with the children in response to unexpected situations, such as, a family requiring support or an injury.

- Kooloora is one of the department's designated Aboriginal preschools and as such the educator positions are identified and filled by Aboriginal staff. They bring a wealth of cultural knowledge to the preschool and ensure that the service is a culturally safe place for children and families attending the preschool and that our educator team reflect the cultural heritage of our children and families.
- The Learning Support Team (LST), or school counsellor are used to support children's wellbeing, any children we are concerned about, or if a disability is present. Speech therapists, occupational therapists, and NDIS family support workers visit preschool to ensure educators are kept updated. Educators liaise with families to organise these types of visits and communicate their own observations of the child to these professional support services.

4.1.2 Continuity of staff

- We aim to ensure continuity of care for the children. Wherever possible the same casual teacher or casual SLSO is used to ensure the children have an existing relationship with the person arriving to cover for absent staff. The outcome for children is a sense of security, safety and familiarity, that an adult who can be trusted knows and values them. A timetable for duty is displayed near the sign on table so families can view which educators will be working with their child that day.
- Purposeful consideration is given to the organisation of staffing to ensure continuity for children and their families. The staffing needs of our preschool are at the forefront of our school staffing decisions. We ensure that all facets of the children's day are supported by the appropriate staff who know the needs and personalities of the children. We ensure that the staff who are working with the children are able to implement the planning cycle, know the behaviour and additional needs of children.
- Casual staff utilised have undergone a comprehensive induction process to help support the successful transition into teaching at the preschool. Current research shows it is vital to brain development and successful learning outcomes if there is a predictable and reassuring routine for the children. We endeavour to support familiarity with regular relief educators in order to ensure that our children continue to feel safe and secure, particularly in the first few months of their preschool experience.
- A thorough induction takes place for all executive, ongoing, relief and casual staff. Prior to duty at the preschool staff are required to read through the casual folder and sign to show they have read the information. The Nominated Supervisor or educator provide a walkthrough of the preschool identifying medical displays, supervision areas, evacuation procedures etc. This ensures that school staff coming to the preschool are familiar with routines and continuity occurs for the children.

- The early childhood trained preschool Deputy Principal relieves the teacher when they are released from face to face teaching (RFF). This ensures that all aspects of the program, including routines are maintained to maximise opportunities for each child's learning. By ensuring that the RFF teacher has input into the program it supports their understanding of each child's strengths, interests, and areas where support may be needed to extend children's learning

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 Professional collaboration

- The preschool team is solidly supported by the leadership team and the entire preschool team share a strong commitment to high quality practice at all times. This is demonstrated through the positive atmosphere that we promote, successful collaboration, acknowledging each other's strengths and a firm belief of the Early Childhood Australia Code of Ethics. All educator's input and strengths are included and acknowledged.
- Educators meet as a team on weekly basis to share knowledge and reflect on practice. Brief reflective meetings are also held each afternoon to inform each other of any occurrences throughout the day. Daily reflection guides a deeper and more collaborative discussion at our weekly meeting. Educators attend professional development, read current journals and online articles and texts. This allows educators to critically reflect at staff meetings and implement change or refinement of processes.
- Educators attend whole school staff meetings. This allows the preschool teachers to collaborate with K-6 teachers to learn about whole school priorities. For example, the school is re-launching Positive Behaviour for Learning (PBL). There are many links between PBL and the EYLF that encourage positive interactions. As this is a whole school focus, teachers ensure children are familiar with the positive language that supports children becoming 'safe, respectful and engaged learners'.

- Educators are active members of a local preschool network where professional readings, resources and dialogue are shared online and at regular network days. Our educational leader is in a Pedagogical Leadership Group in which leaders of high performing DoE preschools meet to collaborate on developing resources and professional learning for other preschools across the state. Another educator is part of new “keep the men deadly” group which aims to support male Aboriginal early childhood educators
- Our preschool regularly shares examples of our quality practices with other department preschools via a newsletter published by our Approved Provider. This facilitates our educators sharing their strengths with an audience wider than just our own team. A recent example was text and a video shared describing our involvement in the Sun Project and intentional teaching around foundational literacy skills.

4.2.2 Professional standards

- Professional standards are embedded in practice as educators continually develop and reflect on their knowledge and practices against the National Quality Standard, the Code of Ethics, The United Nations Convention of the Rights of the Child, EYLF, preschool policies and procedures and our philosophy These documents guide all our interactions with children and underpin our observations, planning, programming and practice.
- Educators adhere to professional standards and ethical principles. Educators understand that their attitudes, values and beliefs impact their work and demonstrate respect for children, colleagues and families in their everyday practice. As a result of conducting a Code of Ethics audit we have ensured that the ECA Code of Ethics is accessible to educators and families so it can be used as a discussion point to strengthen ethical practice.
- The educational leader, nominated supervisor and educators work collaboratively to affirm and challenge their practice through supportive relationships with their colleagues, discussing and adopting inclusive practices and strategies that best support each child. They demonstrate a commitment to learn more, regardless of their experience, current knowledge and skills. All educators participate in annual Code of Conduct training. This ensures that all educators understand exactly what is expected of them.

- Educators challenge and extend one another and value each other's skills and attributes. We encourage each other to ask questions, challenge accepted thinking and brainstorm creative practices. This allows educators to critically reflect at staff meetings and to implement appropriate change or refinement of processes.
- Educators have access to annual subscriptions of numerous professional publications that provide us with access to the latest information on research, theorists and general information. This enables us to apply the research and deepen our understandings.

Step 4: Improvement Plan- what will be achieved in terms of improved outcomes for children, families or the community.

The Improvement Plan for Quality Area 4 is linked to Strategic Direction 1 Student Growth and Attainment in our School plan. **Teaching and learning programs Preschool - Year 6 are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement**

Standard /Element	Purpose- As a result of self-assessment against the NQS you may identify a goal in this area for quality improvement. What is the reason for focusing on this goal?		Priority L/M/H
4.1.2	A continuous improvement procedure was developed by educators to assist in continual QIP evaluation through meeting every 2 weeks. This procedure's objective of continuous process improvement is to make small, incremental changes that will provide greater value in the long run increasing productivity in practice, interactions and relationships.		
Goal or outcome What will we do differently? What will our work achieve?	Steps or strategies How will we achieve our goal or outcome?	Who and when? Who will lead transformational change and when do we expect to achieve this?	Progress notes What strategies and evidence have been used to milestone progress and when did these occur?
To ensure high quality practices from educators are in place ensuring a deep understanding	Update induction for staff Update casual folder	Sharon	2/3 2022 Induction folder reviewed as result of feedback from casuals and onboarding staff

<p>of consistency and commitment to aligning to the services philosophy, policies and procedures.</p> <p>All staff working in the preschool are able to demonstrate working knowledge of pedagogy, practice and requirements of NQS</p>	<p>Review Continuous improvement plan</p> <p>Review staff rosters to ensure consistency of staff duties</p>		<p>6/4 development of QR link to staff casual folder for incoming casuals</p> <p>Ongoing – standing agenda item for stage meetings – review practice against 1 standard/ element of NQS</p>
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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 2: Assess your compliance with the regulatory requirements

Date of self-assessment: 19.10.22

Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Confirmed
R.155 S.166	Have you ensured that educators interact with children in a way that	✓
	• Encourages children to express themselves and their opinions?	✓
	• Supports children to develop self-reliance and self-esteem?	✓
	• Maintains the dignity and rights of each child?	✓
	• Provides positive guidance and encourages acceptable behaviour?	✓
	• Reflects each child's family and cultural values?	✓
R.156	• Is appropriate for the physical and intellectual development and abilities of each child?	✓
	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?	✓

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

Step 3: Identify and record your strengths- practices demonstrating quality at 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 Positive educator to child interactions

- Educators engage in warm, individualised and respectful relationships with all children, beginning at preschool transition. We believe that our relationships with our families are essential to their child's happy start to preschool and to maintaining their continued sense of belonging and excitement for learning. We begin that relationship with families in Term 4 the year before and emphasise our 'open door' atmosphere.
- Upon enrolment of new children, lengthy conversations occur with children and families about their interests, culture and lifestyle. Learning experiences are programmed to assist children to settle on the first day with familiar materials. Conversations with children are engaged throughout the day about what is happening around them and what they are learning. This assists children in sharing existing knowledge to build on and creating a sense of connection and belonging within the environment.
- We believe that the relationship we build with children is the bedrock for all that follows. We prioritise our time with the children interacting, active listening and being. Our genuineness and attentiveness results in children experiencing a strong sense of belonging with us, feeling safe and feeling individually understood and valued. This is evident when children happily enter our service and are keen and eager to share their feelings and experiences with educators.

- Children are comforted and cared for when upset or in distress. High educator to child ratios support time to be given to individual children to care for their emotional requirements in a quiet space or with a quiet activity until they are ready to re-engage in play.
- Educators also pride themselves on their connections within the community. This acts as a bridge between services and often families enrol with a community knowledge of trust and familiarity with educators. This provides a foundation for deep and meaningful relationships due to each individual family feeling secure and confident of the care and development of their child.

5.1.2 Dignity and rights of the child

- Educators speak with children at their level and address individual children by name. Educators pride themselves on creating an atmosphere that is relaxed, warm, fun and inviting. This is evident in the children expressing a sense of security and comfort within the environment by taking risks and communicating their need for assistance when required.
- Equity and the rights of each child are important to the educators. Our interactions with children procedure is informed by the United Nations Convention on The Rights of the Child and the Early Childhood Australia Code of Ethics and guides our interactions with children. These two documents are displayed in our centre and are reflected upon during our professional conversations and practiced in our service delivery.
- Each individual child's cultural identity is acknowledged and supported within the program and within daily learning experiences. As a designated Aboriginal preschool, the program and aesthetics of the environment reflect largely on Aboriginal culture and heritage, however, each child's identity is acknowledged and celebrated in a variety of ways. The preschool celebrates cultural holidays that are specific to each child's identity and provide materials that are inclusive.
- Traditions and celebrations held at our preschool are diverse and inclusive of all children's backgrounds. As part of the enrolment pack, educators ask families for information about their cultural background and celebrations they would like the preschool to participate in. Following this we participate in Reconciliation week, Sorry Day, NAIDOC Week, Harmony Day, Saint Patricks Day, Chinese New Year, Waitangi Day and any other celebrations reflective of the culture of the children in our service each year.

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 Collaborative learning

- Our educators have intentionally created a caring, supportive environment in which they model and prompt children to help one another. For example, to find a lost hat, complete a tricky puzzle or pack an activity away. Educators also utilise peer teaching. They encourage children to teach their friends how to do something they are confident with. For example, one child showed another how he wrote his own name. That child's efforts inspired the other child to experience success with his own name writing.
- Educators encourage children to use their words to discuss their feelings with their peers and may employ verbal scaffolding or modelling to assist them. Educators support children in communicating with, recognising and responding to, the feelings of others, including where children may have difficulty expressing their needs or wants.
- Experiences are set-up to encourage small group collaboration between peers. Educators encourage peer scaffolding, posing questions during group times and throughout the day to facilitate children's communication and learning from each other.
- We have consistent involvement with the broader school. This enables classes to regularly visit to share stories, reading and play based experiences that encourages friendships to develop of various ages, genders, cultures and capabilities. This also facilitates our children learning from the school children.
- Each child's learning abilities and dispositions are celebrated and children are encouraged to support each other using their own individual strengths. An example being that a child attending with mutism was befriended and supported by peers to communicate at her own level. Staff educated all children regarding her abilities with sensitivity and in collaboration with her family. This created a culture of understanding, sensitivity and acceptance from all children.
- Children are encouraged to engage in ongoing, self-initiated collaborative projects, which may involve research and planning, problem solving and shared decision-making. An example of this was children initiated digging a mud pit in the playground. Staff

supplied materials and support for children to successfully dig and create a desired mud pit. The project spanned over a two-week period and promoted discussions about emotions, feelings and issues of inclusion, fair and unfair behaviours.

5.2.2 Self-regulation

- Educators believe that all children who are experiencing a loss of emotional control need support, understanding and acceptance. We provide safe options for children who need additional support and have immediate assistance available from the nominated supervisor if required. Educators draw on their knowledge of each family's strengths and priorities, including behaviour guidance approaches in the home environment to support children.
- We use visual supports to explain emotions and provide safe and positive options for returning to a sense of calm and control. Calm areas, such as our lounge or the covered arch way, provide a place for children to feel secure as they return to calm. An outdoor area includes a calm, restful area for children to seek their own timeout.
- We build trust, confidence and independence within our children by engaging with them to develop expectations for the different play areas and give positive feedback to children when they follow these expectations. Children are encouraged to tell educators how they followed these expectations. For example, before the introduction of bikes into our outdoor program, the children were supported to set rules for the safe use of the bikes.
- Safe and quiet spaces are placed within the indoor and outdoor environments to encourage children time to self-regulate their behaviours and emotions in a constructive manner. Educators ensure that the children have space, time and privacy to self-evaluate with/without educator support in a non-confrontational manner. These spaces offer children a variety of tactile materials that assist in calming, reassuring and defusing negative responses.
- Staff have participated in professional learning on self-regulation through a state-wide community of practice using the Shanker 101 method. Strategies and resources are shared on this platform that educators are beginning to use and embed in their practice. Our school has taken a lead role in this project and has shared practice, video and audio on the online community of practice to share with other schools.

Step 4: Improvement Plan- what will be achieved in terms of improved outcomes for children, families or the community.

The Improvement Plan for Quality Area 5 is linked to Strategic Direction 2 *Engagement – Wellbeing* in our School plan. **To improve student learning outcomes, we will develop a collective responsibility for student learning. We will create consistent school wide practices and processes to ensure supports for student learning with high expectations linked to positive student engagement, wellbeing and teaching practices and build effective, engaging learning environments.**

Standard /Element	Purpose- As a result of self-assessment against the NQS you may identify a goal in this area for quality improvement. What is the reason for focusing on this goal?		Priority L/M/H
Goal or outcome What will we do differently? What will our work achieve?	Steps or strategies How will we achieve our goal or outcome?	Who and when? Who will lead transformational change and when do we expect to achieve this?	Progress notes What strategies and evidence have been used to milestone progress and when did these occur?

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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 2: Assess your compliance with the regulatory requirements

Date of self-assessment: 19.10.22

Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Confirmed
R.157	Do you ensure parents have the right 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 3: Identify and record your strengths- practices demonstrating quality at 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 Engagement with the service

- The orientation process is tailored to meet the individual needs of children and families. Opportunities such as an orientation evening and opportunities to visit and engage with the service and educators are provided. Educators value this time to establish the foundation of a trusting collaborative relationship with the child and their family. Educators provide support in explaining the process, filling out forms and sourcing documentation to ensure a smooth transition into the preschool.
- Our preschool has a significant number of Aboriginal students. Access to Aboriginal educators and an Aboriginal Education Officer is provided at every step of the enrolment process to ensure cultural sensitivity and protocols are maintained and families are supported.
- Families are encouraged to stay as long as they feel necessary when dropping off their children. For example, one child's routine was to complete a puzzle with their parent each morning before the parent left. Ongoing opportunities are provided for families to communicate with educators about their child and engage with community posts on Seesaw responding to provocations from the educators and providing feedback.

- To support involvement regarding service decisions, educators will discuss areas of interest and develop questions to gain feedback from families. A variety of access points are offered to family and community including Microsoft form surveys via Seesaw, suggestion box and river stone responses (place a stone in a jar to indicate an answer to a question). This particular method was engaged to ensure family contribution to the bike track construction in 2021.
- Families are provided with comprehensive, easy to read service information, both digital/website and print both prior to, and upon enrolment. Educators developed a suite of online resources including a virtual tour, digital social stories about starting school and digital copies of service information handbooks. These are shared via the online Seesaw platform and are used as an alternative access point.

6.1.2 Parent views are respected

- Upon enrolment families are encouraged to complete a child profile which provides educators with information in relation to children's interests, culture, experiences and abilities. Learning goals are established with the families to allow them to make decisions about their child's learning.
- Goals set with families can have a cultural, social, academic, emotional or physical focus and include the values and beliefs of individual families. This information is used to plan experiences and provide learning environments that support continuity of care between home and the preschool and provides information that allows educators to ensure the child's culture, values and family beliefs are respected.
- We develop respectful relationships with all children based on open communication with the aim of encouraging family engagement and a strong sense of belonging. For example, a grandmother engaged with AECG communicated her desire to have the local AECG shirt design complement our existing Kooloora uniform. This has resulted in a new uniform for preschool and educators.
- We provide opportunities for parents to contribute to service decision making in variety of ways including surveys, Seesaw posts relating to areas of quality improvement or program input. Families are also invited to give feedback via voting pebbles on specific questions about the service. This information is used in critical reflection meetings, and to provide feedback on goals.

- There is a culture of open communication with friendly conversations between educators and families. The environment is welcoming and encouraging for families and visitors. Families are welcomed by name and are welcome to stay if they wish on arrival. Families are frequently invited to special events such as Education Week, Harmony Day etc.

6.1.3 Families are supported

- We work in collaboration with local Aboriginal services. The Aboriginal Education Officer attends meetings with these services and provides feedback to educators to ensure families have access to current information to support their child and family. The AEO also supports families to access these services and attends meetings with families to ensure meaningful contributions are accessed and supported. A Community Engagement Officer offers the same support and is available to families.
- A notice board is available at the entrance point displaying notifications regarding upcoming events such as library day or NAIDOC week. All notifications are additionally posted on Seesaw. 'What's happening' in the preschool provides parents with a quick and easy understanding of what is happening in the program. Educators ensure upon drop offs and pick-ups to use yarnning as an additional form of communicating this information to ensure access to our non-literate or multilingual families.
- Educators can easily access DoE school support services and can refer families to access wellbeing, parent support, learning support, and transition support. The learning support team fill in Access Request forms for children with additional needs. This may include a referral to the school counsellor for follow up support at school. If necessary, educators can use a translation service to communicate with families in their home language to ensure vital information is passed on.
- We service a low socio-economic community and have developed strong community relationships that can support with food, bills, legal and medical assistance. The Toukley Neighbourhood Centre provide food hampers for a number of families. They will also provide resources such as bags, drink bottles and lunch boxes for families experiencing financial hardship. A family was supported to access a No Interest Loan to replace their car and were provided with car seats to transport their children.
- We have a dedicated community room space within the preschool where a large number of support service brochures are displayed and accessible to families. We are also able to link families to specific support services at point of need. One father who has recently

taken custody of children who have experienced trauma was linked to a positive parenting course run through Uniting. This enabled him to develop strategies to further support his children.

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 Transitions

- Educators establish routines from the children's first day at preschool. These are embedded so children can predict what happens throughout the day including the ways we transition and the expectations. For example, a yarnning circle with an Acknowledgement of Country is followed by a game after which children know they go to the toilet, wash their hands, collect their drink bottle and retrieve their hat to play outside. Children have been observed reminding others of the routines.
- Children seek care and comfort from all educators when transitioning from their families at drop off time. Strategies have been put in place to ensure a smooth transition such as one to one engagement, redirection, support within an activity and special jobs that have been organised to occur at drop off times. Parents are included in the decisions and actions that take place within the transition of the children to the service.
- Access and engagement with the large range of facilities in the school provides the children with familiarity and opportunities to establish relationships with the wider school staff and positively impact their transition to Kindergarten. The children attend library sessions, have weekly engagement in the playground and participate in special events throughout the school year. Our program reflects these learning experiences.

- Our educators ensure continuity of learning in the transition to school through documentation and conversation with school educators and families. We develop learning plans, evaluations of learning, behaviour support plans and transition to school statements to ensure that children and families are known and valued before attending school increasing their sense of belonging and engagement.
- Our AEO attends the Deadly Jarjums program with Kooloora kids. Through this program we have ensured that our Aboriginal children and families are supported in their transition to school. This additional support creates opportunities for families to make community links and eases any generational trauma/needs/anxieties of the families and children starting a government school the following year.

6.2.2 Access and participation

- We work collaboratively with inclusion support agencies. We support occupational therapists and speech therapists to visit onsite when necessary and will liaise with the child's other early childhood setting to ensure consistency. This collaboration with health and other professionals, ensures children with specialised programs for speech and other developmental goals are supported and included with consistency within the preschool and across home/other centre contexts.
- Educators collaborate with external support agencies such as Early Intervention teachers and Learning and Wellbeing Officers to identify and create shared goals and strategies in the child's Individual Educational Plans. These connections allow for participation and inclusion of all children in response to specific health, cultural or development support. Goals are agreed on by the family before being implemented.
- Educators completed online training in Disability Standards and the National Consistent Collection of Data portal. As a result, our educators have developed confidence in finding effective ways to work together to ensure that the children have opportunities to experience quality learning. Educators planning and reflective practices ensure that any potential barriers to children participating are addressed.

- Children identified as needing additional support with speech and language are provided with online speech therapy sessions in collaboration with the Royal Far West School. This has enabled families and children access to a speech pathology service that they may not have been able to afford or would otherwise be on a long waiting list for.
- Our preschool is fortunate enough to be able to access and draw upon the support resources of Toukley Public School. As a part of the school, we utilise the Learning and Support Team, the School Counsellor, the Aboriginal Education Officer and the external Learning and Wellbeing Officer. These people, both internal and external to our school are an invaluable resource for us to tap into to support our families in times of need.
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6.2.3 Community engagement

- Strong links have been established over a number of years with many local services that service our community. As a designated Aboriginal preschool, we work closely with Aboriginal health services and community groups and act as a conduit for families to access these. Brochures are displayed in foyer and our AEO is available to support families to make appointments.
- The service encourages students from TAFE and university to conduct workplace training at the preschool. In 2022 the service hosted work experience students from 2 local high schools. This has resulted in one student being successful in gaining a school based apprenticeship in 2023 at our service to complete her Cert III in early childhood education and care.
- The school and preschool are part of a working group with our local Neighbourhood centre called 'Together for Toukley'. We participate in events with other schools and preschools in our area that bring our local community together. For example, we performed at the annual lighting of the Xmas tree.
- Kooloora Preschool is leading a pilot Aboriginal Education Consultative Group (AECG) for early childhood education. Northern Central Coast community based services and DoE preschools are forming part of this group which aims to give Aboriginal families a voice in their child's education from the early years.

- Our program is enriched through our engagement with the whole school community. The children participate in whole school assemblies and events such as Anzac Day, NAIDOC Celebrations, Book Week and Easter Hat parade. Preschool children and families join with the whole school on these specific days establishing a feeling that they belong to the whole school community. These days are promoted on Seesaw, newsletter and notes home to encourage family participation. Through these whole school experiences, it promotes a greater understanding of events and celebrations, and the children feel a greater sense of belonging.

Step 4: Improvement Plan- what will be achieved in terms of improved outcomes for children, families or the community.

The Improvement Plan for Quality Area 6 is linked to Strategic Directions *(insert here if applicable)* in our School plan.
(Optional-remove box if not applicable)

Standard /Element	Purpose- As a result of self-assessment against the NQS you may identify a goal in this area for quality improvement. What is the reason for focusing on this goal?		Priority L/M/H
Goal or outcome What will we do differently? What will our work achieve?	Steps or strategies How will we achieve our goal or outcome?	Who and when? Who will lead transformational change and when do we expect to achieve this?	Progress notes What strategies and evidence have been used to milestone progress and when did these occur?

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 2: Assess your compliance with the regulatory requirements

Date of self-assessment: 19.10.22

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? This includes: <ul style="list-style-type: none"> ● Approved Provider notice ● Service approval notice ● Notice of final assessment rating 	✓
R.55-56 R.31	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? 	✓
	<ul style="list-style-type: none"> ● Is made available to parents on request? 	✓
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 ● Department verification of WWCCS ● Educational qualifications 	✓

	<ul style="list-style-type: none"> • Child Protection training • ACECQA approved training, including first aid • NESAs registered teacher number and expiry date 	
	<p>Have you ensured a record is maintained of all educators working directly with children in the preschool which includes the following information—</p> <ul style="list-style-type: none"> • the name of each educator who works directly with the children and • the hours that each educator works directly with children? 	✓
R.87 R.158-162	<p>Have you ensured that all records relating to children at the service are maintained and accurately completed, including:</p> <ul style="list-style-type: none"> • enrolment records • attendance records • health information • records of incident, illness or trauma? 	✓
R.92, 99, R.177	<p>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?</p>	✓
R.181-184	<p>Have you ensured that records are stored appropriately to ensure confidentiality and are retained for the period indicated in R.183?</p>	✓
R.174-176	<p>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?</p>	✓
R.168-169	<p>Do you ensure that all policies and procedures required by R.168, are in place, regularly reviewed, and available at the service?</p>	✓
R. 170	<p>Do you ensure that your departmental policies and local procedures are followed?</p>	✓
R.171	<p>Do you ensure that copies of the current policies and procedures required under regulation 168 are available in the preschool at all times?</p>	✓
R.172	<p>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?</p>	✓
R.185	<p>Have you ensured that a current 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?</p>	✓

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

Step 3: Identify and record your strengths- practices demonstrating quality at 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 Service philosophy and purpose

- Our preschool philosophy is reflected upon and updated annually, as well as throughout the year where relevant e.g. a new educator joins our team, to incorporate new research or professional learning. These regular reviews demonstrate our commitment to continual improvement.
- We evaluate our philosophy with families of new and graduating children to ensure we are still providing a quality, tailored service. Children and parents are pivotal to the process with their voices being included each year through evaluation and feedback. In 2022 our children told us they like coming to preschool to play and shared their areas of interest. This informed our philosophy in relation to educators supporting children's curiosity and following their spontaneous interests.
- Our current preschool philosophy is provided to families upon enrolment and displayed in the preschool. This is a part of our school enrolment package and is spoken to at orientation meetings. We are able to then reference this throughout the year to restate and embed our philosophy as a community practice.

- Our philosophy is reviewed with the input of families and community. Each individual is offered a river rock to record a word that describes what preschool means to them and their family. These words provide direction and understanding when developing and reviewing the philosophy.
- Our statement of philosophy reflects the unique setting of the preschool and aligns with the whole school vision and reflects the guiding principles of the National Quality Framework, particularly that Australia's Aboriginal and Torres Strait Islander cultures are valued and the role of families is respected and supported.

7.1.2 Management systems

- Our preschool is part of the NSW DoE which has substantial and robust management systems in place. This includes state and local support, and directorates responsible for Early Learning, Wellbeing and Health & Safety etc. Each of these directorates are comprised of experienced specialists whose prime role is to support preschools, schools, staff and the communities they serve. This additional layer of support and organisational structure further enhances our ability to ensure we meet the NQS.
- We are supported by our Approved Provider, the NSW Department of Education, to comply with regulatory and legislative requirements and maintain a focus on continual improvement. This support is provided through newsletters, online networks, professional learning and written documentation including the Leading and Operating Department Guidelines Handbook, and onsite visits, telephone and email support.
- In addition to DoE policies, the nominated supervisor, educator and preschool team have developed localised procedures that are relevant to our preschool setting. The localised procedures are reviewed annually in consultation with the educators, nominated supervisor and families to ensure they are current and relevant.
- A management team collaboratively to support the success of all aspects of the preschool operation and ensure the highest possible standards are achieved. The administration team support the preschool through carrying out administration tasks when required and handling all enrolment procedures, orientation and transition to school administration tasks. We use approved computer software to manage children's records and the financial management of the school to ensure security and confidentiality.

- The DoE has strong complaints management policies and procedures in place and our preschool implements these. The department and the preschool are committed to effectively managing complaints raised by parents, carers, members of the community and staff by following these principles: respectful treatment; information and accessibility; good communication; taking ownership timeliness; transparency. Families are made aware of this procedure as part of enrolment process.

7.1.3 Roles and responsibilities

- All staff role statements have been negotiated with relevant industrial parties including the Department of Education. All educators understand and can articulate their roles and responsibilities. Casual and temporary staff are inducted and supported to quickly develop a clear understanding of their roles and responsibilities. They are well supported by leadership and a supportive team of educators on the floor.
- As part of the recruitment process, in line with Department of Education staff selection procedures, applicants are made aware of the role statement relevant to the position they are applying for; and, in their application they are required to demonstrate how they will fulfil the requirements. Regular review processes are in place and the system through directorates such as Leadership & High Performance system reviews that critically reflect upon this to ensure the highest standards are maintained.
- We have a strong induction process for all new staff that involves the preschool supervisor following the staff induction checklist and holding a discussion around the casual folder. This supports new staff to understand their roles and responsibilities when working in the preschool.
- Our Nominated Supervisor, Educational Leader, and other school leaders have completed NSW DoE Early Learning Leading and managing a department preschool modules ensuring all executive staff members understand the role of the Nominated Supervisor, Educational Leader and Responsible Person in Charge to support them if they relieve in the principal's role.

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 Continuous improvement

- All educators are involved in our self-assessment process through both informal and formal consultation and critical reflection discussions. The QIP is discussed and reviewed regularly, including at weekly team meetings, school executive meetings, school staff meetings and throughout the programming and planning cycle, to reflect on goals and their implementation.
- We meet with our local AECG throughout the year to update them on our operations and seek input and seek consultation on area we can improve, especially in relation to Aboriginal and Torres Strait Islander children.
- Formal review meetings allow educators to brainstorm current practice, evaluate the progress of our goals for quality improvement and make collective decisions about where to go next.
- The preschool team and wider school staff regularly critically reflect upon our operation including as part of the annual school self-evaluation process which include input from all stakeholders and are reported in the Annual School Report.
- Through the development of our Continuous Improvement Procedure all staff critically reflected on the process of reviewing all procedures throughout the year and established a schedule for reviewing procedures and risk assessments to ensure each document is reviewed on a regular basis.

7.2.2 Educational leadership

- The Principal/Nominated Supervisor holds the Educational Leader role and delegates direct responsibility of this to the above establishment preschool supervisor (Deputy Principal) who is a qualified and experienced early childhood teacher and leader. There

are regular discussions and communication with the supervisor and educators through formal and informal channels such as meetings, Seesaw, Microsoft Teams and observations of practice.

- Regular review and constructive feedback of the teaching and learning programs from the educational leader, ensures the educators are supported and guided to continually update and modify programs that meet the needs of the children.
- The Educational Leader and educators meet every 5 weeks formally to analyse the program and observations and critically reflect upon current practice. They then discuss areas of improvement, and this is reflected in the continuous planning cycle.
- A 5 weekly whole school data and programming cycle in both the school and preschool informs discussions around strengths and areas of development for individual students regarding wellbeing and learning. This can take many different forms such as discussing them formally through the reporting process, as a referral to the Learning Support Team or in the field with the children themselves such as teaching a student through demonstration to take risks in their play.
- Educators research and subscribe to ACECQA newsletters to remain up to date with current information and changes. Educators also subscribe to the approved provider Early Learning's newsletters to maintain currency of practice. Preschool team meetings allow for discussions of and reflection on educational readings to inform practice.

7.2.3 Development of professionals

- Staff are required to annually develop in consultation with their supervisor, their Performance and Development Plan (PDP), including the identification of 3 to 5 professional goals and evidence to demonstrate progress toward the goal and their professional growth and development. These plans are systematically reviewed by staff with their supervisor throughout the school year, following a process established by the department. PDPs form part of the ongoing teacher accreditation process.
- To support their PDP goals educators' professional learning is supported through regular engagement in conferences, workshops and networking with other early childhood services and department preschools. Preschool staff have engaged in video conferencing as part of a state-wide staffroom network of educators.

- Regular meetings between the leadership team and educators provide an opportunity to discuss workplace performance and support continued improvement. Open channels of communication, both formal and informal, are monitored and modelled to ensure there is constant communication that benefits children, families and our educators.
- Our preschool team are active members of the Tuggerah Professional Practice group who regularly meet to critically reflect and challenge their operations and practice. This collaborative effort ensures best practice is embedded and family and community engagement maximised through rigorous peer review.
- The skills of our educators have been recognised and as such they have taken leadership roles in delivering professional learning to other schools and early childhood services across the state. Examples include the self-regulation community of practice, AEDC conference and Early Childhood Australia conferences. The expertise of educators has also been recognised by the Executive Director, NSW Regulatory Authority Shane Snibson who visited with the cultural safety team to see how culturally safe practices were implemented by educators.

Step 4: Improvement Plan- what will be achieved in terms of improved outcomes for children, families or the community.

The Improvement Plan for Quality Area 7 is linked to Strategic Direction 3 Expertise and Innovation in our School plan.
All staff will be given the opportunity to undertake a continuous cycle of improvement to ensure every student, every teacher and every leader improves every year.

Standard /Element	Purpose- As a result of self-assessment against the NQS you may identify a goal in this area for quality improvement. What is the reason for focusing on this goal?		Priority L/M/H
7.1.3	To establish an embedded system of mentorship to enable leadership to support the operation of a quality service.		H
Goal or outcome What will we do differently? What will our work achieve?	Steps or strategies How will we achieve our goal or outcome?	Who and when? Who will lead transformational change and when do we expect to achieve this?	Progress notes What strategies and evidence have been used to milestone progress and when did these occur?
To develop strategies and systems to promote collaboration, support and professional development between staff. An embedded system of mentorship and support will be evident.	Educator leaders to develop a mentor system to support colleagues Have regular mentor meetings.	Sharon (DP) will work with Nominated Supervisor and school executive	Term 1 2023: establish regular team meeting dates and agenda. 22-3-23 Individual meetings scheduled to work on PDP goals and individualised support 1-3-23 Join new staff members to Tuggerah PPG online network and statewide staffroom Term 1 Week 5 – educator off class to work with educational leader

			Term 3 Week 2 - scheduled mid-year review of PDP goals.
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