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**Kooloora Preschool**

# Quality Improvement Plan 2021

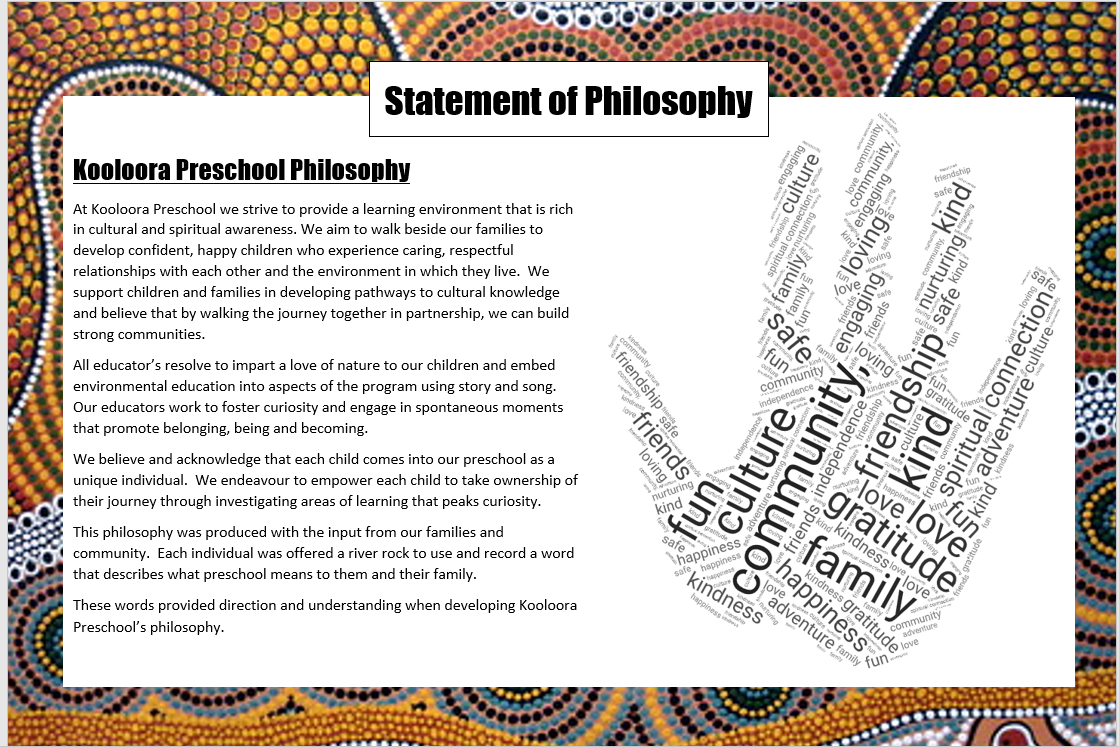
# Jacqui Buchanan – Principal, Nominated Supervisor, Educational Leader and Responsible Person

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| **Service approval number** | SE-00009385 | **Approved provider** | NSW Department of Education |
| **Educators** | Tania Harris – Assistant Principal, Preschool Teacher  Kayla Bennett – Preschool SLSO | **Approved Provider number** | PR-00005345 |
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NSW Department of Education, Early Learning and Primary Education, November 2019

**Step 1: Statement of 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 isstimulating and engaging and enhances children’s learning and development**.**

Step 2: Assess your compliance with the regulatory requirements

**Date of self-assessment:**

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| **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:   * 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:   * Information about the content of the program and service routines and how they operate in relation to their children, including their participation? * A copy of their children’s assessment/evaluation documentation? |  |
| **If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.** | | |

Step 3: Identify and record your strengths- practices demonstrating quality at your preschool.

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| **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. ***Approved Learning Framework***
* Educators hold an initial ‘getting to know you’ interview with each family as the child’s enrolment is confirmed. An important part of this meeting is to identify the family’s learning aspirations and goals for their child in the year ahead and for their future. These goals might start with strategies for separating from home, any anxieties the child may have around starting preschool, and things the child is very passionate about or 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. 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. After the initial settling in period, educators communicate daily with all families wherever possible; in person, through nominated friends or extended family, communication books, phone conversations or email – to share information and build both the relationships and understandings about the child and their family.
* We use the Early Years Learning Framework (EYLF) to implement and guide learning program for children. This is evident within weekly programming, observations, learning stories and individual and team critical reflections. Informal meetings take place regularly between educators and families to discuss their child’s interests and progress in preparation for formal schooling.
* 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.
* Educators support children to explore literacy and numeracy concepts in play and throughout the day. 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. Two educators attended professional learning by the University of Wollongong to critically rate the indoor physical environment in terms of how much print is displayed and available for children to access. Labelling objects, creating print in wall displays, and allowing children to experiment with print has assisted in creating a ‘print-rich’ environment. For example, writing tools, paper and notebooks are always included in all play areas and have been used for restaurant orders, bookings for the doctor, letters to home, drawing designs for block towers.
* The language of the EYLF is reflected in children's learning cycles. This ensures that our programming and planning aligns with the philosophy, the use of the EYLF and play-based learning. Additionally, this supports educators to plan for future learning and to critically reflect on individual children's learning, development and wellbeing. Our program and decision-making are underpinned by the statements made in our philosophy.
  + 1. ***Child centred***
* Enrolment meeting observations drive the initial program for the beginning of the children's preschool journey at Kooloora. 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. Each cultural experience such as performing an acknowledgement of country is thoroughly explored with the children and collaborated with community to form a deeper understanding. Families are encouraged to share knowledge, skills and experiences to support their child’s learning. As a designated Aboriginal Preschool, educators ensure and embrace all cultures and accepted and celebrated. For example, our good morning song was developed by educators and embraces the use of many different languages. The language from each child's cultural background is used to encourage a sense of becoming and embraces identity. Educators celebrate the diversity of its children encouraging families to share and approve the use of their specific language within our song.
* Daily group times are utilised to facilitate social interactions and participation, fostering communication through song, finger play and open-ended questioning. Each session provides opportunities for educators to be fully present and mindful of each child during different times in the day. Educators observe each child and will take action to support, extend or strengthen their understanding.
* As a staff we continually demonstrate flexibility by providing an open program that supports and fosters children’s emerging ideas. We incorporate these using spontaneous learning activities on a daily basis and encourage agency and autonomy by responding to children’s requests regarding resources during the day. This ensures that experiences are current and meaningful. Examples of this include a child’s offer of ideas (musical status, particular song) during music and movement being met.
* We pride ourselves in knowing everyone's preferred learning style, and make sure children are given the opportunity to repeat and revisit experiences they have initiated. Imaginative play and long periods of uninterrupted play mean that children can explore the ‘loose parts’ (crates, sticks, pipes, timber, etc) in our environments to create their own games.
  + 1. ***Program learning opportunities***
* Educators respect a child-initiated approach to learning and are flexible with sessions. If the opportunity of unintended learning arises within the daily routine, educators embrace and use these opportunities to extend small groups of children. An example of this includes a group of children finding an insect in the outdoor kitchen area. The educator followed the children's interest and used technology to research the insect at the request of the group.
* A flexible approach to routines is recognised by the educators’ ability to adapt and encourage learning spontaneously. Extending children’s interests on the spot using technology and resources during the day is promoted using access to multiple i-pads for researching in the indoor and outdoor environments. Staff value opportunities that maximise each child’s learning and readily adapt group sessions to extend evolving and spontaneous ideas.
* We actively seek to utilise the children’s mealtimes and transitions as opportunities to teach and learn. Routines throughout the day are predictable and supported by visual prompts, whilst being flexible to accommodate each child's emerging interests and play processes. Our outdoor morning tea is a flexible arrangement designed so that children can independently organise and access their own food and drinks whenever they feel hungry.
* Large group times are flexible and use intentional teaching to promote learning in relation to health and safety concepts, music, fundamental motor skills and the development of literacy, numeracy, scientific and technology understandings. The children often drive the choices as their interests, investigations, queries and loves 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. This process guides educators in planning for those flexible learning opportunities throughout the regular and spontaneous daily routines and transitions.
* We conduct a project-based learning approach to investigations, documentation and communication. Children are empowered to make decisions about the resources they use, the games they play and the spaces they occupy. Children are given the agency of free choice and the opportunity to plan, develop and execute their interests when they are engaging in all types of play including construction and problem solving. For example, children were recently interested in robots. They were assisted to research this interest and supplied resources such as boxes to facilitate the building of robots. A space was made so children could continue there construction and ongoing interest. Projects and investigations go for days or weeks, sometimes many weeks, until all the children’s plans have been realised.
* All educators consistently offer sustained periods of play and interaction allowing for the child's voice to be heard and responded to in the program. This nurtures a sense of belonging and agency in the children. Through our interactions we support children to participate in planning and assessing their own learning by setting further learning opportunities.
* 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.

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| **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. ***Intentional teaching***
* Learning experiences are differentiated 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. For example, our tables and seating are very flexible. We can play at a kneel table, low to the ground sitting on comfy cushions. We can utilise square, rectangular or round tables, depending on how many children want to share in an experience. Children can be mobile while interacting with the resources at a station. Children move about the area gathering materials and have plenty of space to construct large things using boxes, branches and tubes. For our many floor play experiences both children and educators sit on the floor. 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
* We specifically 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.
* During all daily learning experiences educators are mindful of and responsive to 'teachable moments', extending children's ideas and encouraging them to apply their learning. Observations of children ensures educators are able to reflect on and analyse children's thoughts and motives to plan future learning. Observing children investigating is something educators find extremely interesting and effective as a response to create meaningful future programming and planning.
* Daily reflection/yarning occurs between all educators as a matter of practice. These are both 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. Documents that record reflections are found in the program, meeting minutes and reflection journal where children's voices are specifically listed.
  + 1. ***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 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. Educators scaffold literacy and numeracy foundations through deliberate provisions and provocations. A wide variety of activities and experiences are offered to promote and extend the development of the children’s literacy knowledge and understandings, such as name writing, alphabet songs, rhyming finger plays and writing for a specific purpose. Mathematical concepts are introduced at learning stations where children can access at their own level. For example, beads for counting can be extended by adding numerals to match with and writing implements to draw, write patterns and numbers. Educators extend vocabulary and targeted language by modelling correct forms of speech and language.
* In 2021, educators are implementing SWAY (Sounds, Words, Aboriginal Language and Yarning) when talking explicitly about phonological concepts, such as rhyme, letters and sounds when sharing texts with children.
* Educators acknowledge that children need many opportunities within a social context to learn and develop their skills, so repetition of experiences is offered. When planning learning experiences, educators continually reflect on what the child has learnt and what would be the next area of learning for the child.
* 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. ***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 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 the strawberry patch. 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.

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| **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. ***Assessment and planning cycle***
* Through discussions with staff and the P-2 officer the development of a new observation format in 2020 provided educators with a deeper understanding of what drives the program. Educators meet each week to critically reflect on planning and implementing opportunities for individual, small and whole group experiences.
* We use a tracking system for collection of observations to support effective and sustainable assessment and planning for each child and the whole group. The educator reviews the observation tracking sheet and will 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.
  + 1. ***Critical reflection***
* We have a weekly opportunity for educators to hold a reflection meeting to share and think deeply about their work with children. We refer regularly to the EYLF, National Quality Framework (NQF) and National Quality Standards (NQS), paying particular attention to the exceeding themes in order to provide the highest quality learning opportunities for all children. Educators also hold informal reflection meetings at the end of each day and note observations made throughout the day. We now have another educator in our team this year and the added voice has provided new perspectives and insights into our practice. We use the EYLF, theorists and current research as our guide in assessing our own impact and the impact of the program on outcomes.
* Educators engage in daily reflective conversations in relation to the implementation of the program and observations of children’s learning and development in order to reflect and review the cycle of planning, assessing, documenting and evaluating. Educators reflect on the daily programming sheet through discussion and reflection on planned learning experiences, for example, what worked and what didn’t, spontaneous teaching that occurred throughout the day and key observations that we will extend on. Through critical reflection notes educators can plan and evaluate the weekly programme to endure all children’s needs are being met.
  + 1. ***Information for families***
* Our program is visible on the online platform Seesaw, at the front entry and in the indoor environment. The program provides evidence of the planning cycle and individual children's learning. The 2 week cycle provides families the opportunity to provide feedback. Seesaw posts and observations inform families of each child's daily interactions and progress. Educator's additionally use yarning as a cultural access point to provide our families with updates and progress reports.
* The preschool teacher creates surveys via Google Forms for families to provide feedback regarding the program and their child's progress. The information is used to analyse and adjust how our families receive information. Surveys have provided valuable feedback that suggests yarning as being the most valuable form of conveying information. Access to an online forum is important to provide families with access to information on the spot such as notes, procedures or daily timetables.
* Educators engage regularly in verbal interactions/yarning with families to share knowledge, planning, individual planning and progress. Educators communicate daily with families to inform them of their child's experiences and learning throughout the day. The Educational Leader communicates with families by being visible at drop off and pick-ups.
* 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.

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| The Improvement Plan for Quality Area 1 is linked to Strategic Directions *(insert here if applicable)* in our School plan. *(Optional-remove box if not applicable)* |

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| **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? | |
| 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. | A clear, streamlined documentation process that can be easily understood by all stakeholders. | Sharo and Tanika | Term 1 2021  18-2-21 Tanika and Sharon met to discuss different types of documentation templates to trial that clearly link the assessment and planning cycle  Individual observations clear need to show in whole group documentation also  18-4-21 Tanik a to trial ‘mind map’ style documentation to display for families  17-5-21 Survey to families re digital platform Seesaw as means of program information  31-5-21 Using a simplified daily/weekly journal in foyer for families | |

**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:**

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| **Ref. to Law (S) Regulation (R)** | **Does your service meet these requirements?** | **Confirmed** |
| R.90  R.162 | Have you received a medical management plan from the parent/carer of all children with specific health care needs, allergy or medical conditions?  Do you have a risk-minimisation plan and communication plan for all children with specific health care needs, allergy or medical conditions?  Prior to enrolment have you collected an AIR Immunisation History Statement or an AIR immunisation history formfor each child, as required under the NSW Public Health Act?. |  |
| R.91 | Have you provided parents of any child enrolled who has a specific health care need, allergy or medical condition with a copy of:   * 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 | 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? |  |
| R.81 | Have you ensured that you meet each child’s need for sleep and/or rest? |  |
| R.88 | Have you ensured that all educators and families follow the service’s policies and procedures around preventing and dealing with the outbreak of infectious diseases? |  |
| R.85-87 | Have you ensured that all educators follow service procedures in the event of an accident, injury or illness 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.

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| **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***

* The child’s individual needs for privacy regarding toileting and dressing is an ongoing discussion that is verbally communicated between parents, children and educators at point of need. If educators notice behaviours or a change in children’s patterns, communication is entered via departure and pick up or by telephone to ensure the privacy and welfare of the child is respected.
* Children’s comfort regarding clothing is assessed and communicated with children during each day. Staff observe the children’s physical activity, temperature and routines and appropriately encourage removal/addition of clothing items to ensure each child’s comfort is met.
* 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.
* Children are provided a choice of experiences for rest, relaxation and quiet time both indoor and outdoor. 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. She will engage in reading with or to them to make the experience as quiet and peaceful as possible.
* Yoga, stretching or visualisation is offered to children who want an active option to participate in during quiet time. Children are engaged in Cosmic yoga and mindfulness activities daily. This promotes development of mind, body and soul. Daily sessions that promote self-empowerment using colour therapy and breathing techniques are developed as a part of circle time to support wellbeing. Cultural perspective is embedded through discussions (Mother Earth/Father Sky)
  + 1. ***Health practices and procedures***
* Children's health needs are identified through the enrolment process. Children with health needs have a health care plan, including a communication plan and risk minimisation plan that are developed in partnership with parents and health care professionals. Kooloora educators work with the Learning Support team at TPS to ensure all identified health care/risk minimisation plans have been documented and implemented using current and up to date strategies and resources. All educators and staff are shown the health care plans upon induction into the preschool.
* Staff have reflected on the high levels of Aboriginal children enrolled and intentional teaching occurs in regard to Otitis Media being particularly prevalent amongst Aboriginal children. Children are explicitly taught as part of the program the ‘Breath, Blow, Cough’ method. The correct method for nose blowing is explicitly taught 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.
* Kooloora Preschool has strong community links and the local Aboriginal Health service, Yerrin, is utilised throughout the year to screen children for hearing and vision with the focus being on collaboration with families to ensure early identification and treatment. Parents are offered the choice of active participation in their children’s assessment, receiving feedback and follow up if needed. Yerrin also visit the preschool to discuss dental hygiene. This is supported by 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.
* Staff reflected on current health procedures and additional requirements due to the COVID-19 pandemic. Extra precautions are taken to ensure a clean and sanitised environment is available to staff, children and families, including daily tote tray cleaning, intentional hand cleaning experiences, access to a hand sanitisation station for parents and visitors entering and leaving the service and additional toy/equipment cleaning schedules implemented. Extra cleaning for high touch surfaces through a contract cleaner is provided daily by the Department of Education.
* Effective hygiene practices are actively modelled, promoted and embedded in the everyday program. Hand washing is part of everyday routine for educators and children. Hand washing and toileting procedures are displayed in the centre for both educators and children to promote this. Soap and hand dryers are provided in the children’s and staff bathrooms. Educators check bathroom/toilet areas throughout the day, to maintain hygiene standards. Constant reminders and 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.
* Educators support children in risky play through the Positive Behaviour for Learning (PBL) program, intentional teaching, risk assessment, procedure development and discussions. Each child's ability is observed and supported during these experiences with precautions set for safety. Educators ensure children are equipped to attempt tasks by offering opportunities to build on their balance, coordination and gross motor skills during dedicated fitness with a PE teacher from the main school.
  + 1. ***Healthy lifestyle***
* During learning experiences in the Bush Tucker garden and vegetable patch, educators use opportunities to extend the children’s knowledge of fresh and healthy options. Educator’s engage in conversations about healthy life styles, nutrition and physical activity within spontaneous and planned activities. We extend the children’s learning by using fresh produce from our vegetable garden and bush tucker garden in regular cooking experiences.
* We utilise each mealtime as a wonderful opportunity to model, discuss and promote healthy eating and nutrition practices.
* A variety of physical experiences are available within the outdoor environment, including; fixed climbing equipment, climbing frame, stepping stones and balancing equipment. A large unencumbered grass area is available for the children to run and engage in free play physical experiences. Large loose parts including; used tyres, milk crates, planks of wood and bread trays and can be adapted in many ways by the children to challenge and enhance skills and development.
* The service implements the Munch and Move program that supports the healthy development of children birth to 5 years by promoting physical activity, healthy eating and reduced small screen time. Children have access to water throughout the day from refillable water bottles. A bubbler was installed to ensure independent access to water. Families are supported to provide healthy lunches with information included in enrolment/orientation packs and through ongoing information/ideas posted via Seesaw.
* Children are offered a range of physical activity experiences that are embedded within the program. As a whole school approach children are involved in athletics and cross country carnivals. To assist development and skill the PE teacher implements a Fundamental Movement Skills program supported by Munch and Move. Other opportunities that promote physical activity include the installation of a bike track in 2020 and cultural dance sessions with our Aboriginal Education Officer.

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| **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 each educator, including relief educators, are familiar with the plan, the regulations and expectations regarding supervision and children’s safety. A recent incident where a child was able to access an unsupervised area of the preschool resulted in reflection and updating of the supervision plan and Providng a child safe environment procedure to strengthen our practices.
* Educators always maintain active supervision, by being constantly aware, and moving to different areas when required. Areas or activities that need close supervision are always planned and an educator is assigned to that specific learning experience, whilst the other educator is actively supervising the other areas. For example, the outdoor playground can be sectioned off into two different play spaces. The ‘running area’ and bike track are opened when educators can provide adequate supervision in this area.
* Educators are highly aware that with just two educators in attendance at any time, we must be very conscientious and vigilant about our supervision of the children. We convey this responsibility to relief educators as they arrive and bring their attention to any requirements of the day, for example, if new equipment has been introduced or individual children are new to the preschool safety rules.
* Active supervision is engaged with all equipment being organised to increase optimal visual access points for educators. Transition/handover procedures ensure teachers are aware of planned routines and changes communicated on the floor at handover time. Staff continuity where at all possible (casual, break, RFF staff) provides a solid awareness of procedures, routines, designated play areas, indoor and outdoor safety checks and risk assessments in place.
* Risk minimisation plans are written as a precaution before risky play or equipment that may require reasonable precaution. All plans are communicated for feedback and discussed by educators. This provides opportunities to reflect and amend any changes before implementation. All equipment is thoroughly investigated before purchase ensuring children are protected from harm and hazard.
* We review equipment safety and the learning environment conditions daily by completing indoor and outdoor safety checklists. We 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.

***2.2.2 Incident and emergency management***

* Emergency drills are conducted multiple times per term. These is include both preschool specific and whole school practices. Educators use critical reflection on these to ensure children have a deep understanding of the practice. Changes to procedures occur due to findings from drills and adjusted accordingly. Drills are communicated via Seesaw, yarning and notice board at the entry on pick up. Individual feedback to families is given depending on individual needs of the students. Drills that happen at school can be a catalyst to offer opportunities and recommendations home safety drills and plans to families and provide program learning opportunities.
* Additionally, drills are tracked and documented on the Department system ICE by the Principal and monitored by Health and Safety Officers at regional offices.
* During weekly team meetings the preschool team review completed incident, injury, illness and trauma records reflecting upon potential triggers and hazards. This process may lead to the development of risk minimisation plans, supervision plans, responsibility of educators and maintenance of the preschool.
* Procedures in place to monitor and minimise hazards and safety risks including:
* daily safety checklists
* identify, document and remove or report potential hazards
* risk assessments for potential hazards
* children cannot access the kitchen, educator’s toilet or cleaning storage areas (laundry).
* all potentially dangerous substances are stored in locked rooms/cupboards.
* Material Safety Data Sheets are held for all substances.

***2.2.3 Child protection***

* All staff complete annual mandatory Child Protection training and are aware of their responsibility to respond to all children at risk of harm. They are aware that they are mandatory reporters of child wellbeing concerns who refer to the ‘Child Story’ website for additional information from the decision-making tree when required.
* Educators  discuss any issues 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.
* Intentional teaching is created from spontaneous observations that support the children’s learning and understanding of child protection and self-care. Children are often curious about their bodies and the bodies of others. Educators provide education through stories and music to ensure children feel safe and secure and in control of their body. The service practices in relation to child protection are related to families on a needs basis and within the Department of Education’s guidelines.
* As a part of the whole school, educators and families have access to a Community Liaison Officer and Aboriginal Education Officer. Both educators have experience working with children who have experienced abuse and neglect and assist families to access support. Educators are linked with Aboriginal health services and local community services who update brochures in foyer to ensure families can access information in a non invasive way.
* Children who have been involved in abuse or neglect are planned for within the program and educators ensure the families are supported with the necessary external agencies such as DCJ. 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.
* 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.

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| 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)* |

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| **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** |
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| **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 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:**

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| **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:   * Arrangements for dealing with soiled clothes, linen and nappies |  |
| * Do your premises have fencing that prevents children going over, under or through it? |  |
| * Do all children have access to sufficient furniture, materials and developmentally appropriate equipment suitable for their education and care? |  |
| * Are there appropriate toilet, hand washing and nappy change facilities? |  |
| * Is there space for administrative functions and consultation with families? |  |
| * Is there adequate light, ventilation and shade? |  |
| * 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.

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| **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***

* We value our indoor and outdoor learning areas equally and consistently give equal emphasis, direction and reflection in the program and planning for both areas. We have an exciting outdoor environment that is a large, open area, rich in space and grassed areas, with many levels, play equipment and exploration areas, as well as shady native trees and shrubs.    The preschool environment provides appropriately sized and equipped indoor and outdoor spaces with a range of equipment that supports a range of specific learning purposes. Children have access to a large indoor space, two large outdoor spaces and a bush tucker garden.
* 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.
* We provide shaded space within the environment for protection from the sun and shelter on wet days. The summer and winter routines alter to ensure maximum protection in the physical environment and to support each child’s safety and wellbeing.
* Our community room was developed in 2021 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 agencies and P-6 school funded initiatives 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.
* In 2020, the children voiced their desire to have a cubby house in the outdoor space. Staff purchased a suitable cubby house with parents volunteering their time to construct it. A risk minimisation plan was developed with children in collaboration with a PBL focus to ensure suitability, safety and access for all children.
* A large undercover outdoor space allows for an outdoor program to continue as weather permits in the colder seasons. The shelter additionally caters for the hottest part of the day when children are at risk of sun exposure producing a flexible indoor/outdoor program/area for children.
* We encourage children to be active, make mess and noise, and be wholly engaged in play. The children enjoy a large and open indoor play environment that consistently provides areas for quiet activities, social play, table work at differing heights including stand up work and solo pursuits. Furniture choices are mobile, inclusive, both child and adult sized, adaptable and developmentally appropriate. The furniture has the flexibility to arrange physical spaces to create purposeful areas such as home corner, a shop, an office, and small world play areas, while our classrooms have the space to build collaboratively constructed train tracks and can accommodate the large floor puzzles.

***3.1.2 Upkeep***

* Educators and relieving staff members at the preschool strive consistently to maintain a safe environment by conducting comprehensive checklists 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.
* We enter regular maintenance tasks in the general assistant’s logbook to ensure that all maintenance is documented and attended to regularly by a qualified staff member.
* The cleaning of preschool premises occurs daily and at point of need. Toukley Public School contracted cleaning staff administer cleaning at the conclusion of each day. The building, premises, floors, furniture and bathrooms are cleaned by the cleaning staff. An extra COVID clean of high touch surface additionally occurs during 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 outdoor areas are cleaned daily by educators and grounds maintained by the General Assistant.
* Families, the Aboriginal Education Officer and primary children are invited to partake in working bees 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. They additionally add new native plants to enhance and maintain the area.
* Spaces are uncluttered and utilised 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 inviting, comfortable, flexible and responsive to children's interests and abilities.
* Limbs at risk of falling from trees have been recently felled after professionals took out a thorough examination of all trees on the preschool and school grounds. This is maintained by the school principal with the school tree audi

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| **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. |
| Environment-ally responsible | Element 3.2.3 | The service cares for the environment and supports children to become environmentally responsible. |

***3.2.1 Inclusive environment***

* Educators at our preschool strive to create an engaging and enticing space in which children grow, develop and change. They do this by embracing the importance of drawing on pedagogical practices supported by the EYLF to create physical and social learning environments that grows and changes across the year in responsiveness to the children. These spaces are welcoming, enriching, and responsive to children's interests positively impacting each child's learning, development and wellbeing.
* 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 reflects the cultures represented within our community. Our P-6 school has over 130 Aboriginal students 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 manipulatives 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, Book Week activities, Harmony Day, Easter Hat parade and NAIDOC activities up under the school COLA (Covered Outdoor Learning Area).

***3.2.2 Resources support play-based learning***

* 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.
* 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 successfully implemented a long-term plan to acquire plentiful resources through creative means such as donations, op shopping, swapping, recycling and repurposing. We have enough materials, resources and equipment to support all children’s engagement across the learning areas.
* Educators ensure that children have many opportunities to use their senses to explore natural and built materials and learning environments. We encourage families and communities to contribute to our loose parts collection by bringing in such things as nuts and bolts, magnets, bark, pegs, sticks, PVC pipes, buttons, crates and tyres. Educators ensure multiple access points at each activity to support each stage of development.
* 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 proactively and positively 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 sand paper 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.
* Kooloora works in close collaboration with Toukley Public 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.
* Literacy and numeracy learning experiences are embedded in our play-based learning program through measuring in cooking experiences, trial and error/cause and effect throughout 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. We also have literacy and numeracy provocations in the environment such as a letter grid, coloured shapes and environmental print.

***3.2.3 Environmentally responsible***

* Educators 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; red – general waste, yellow – recycling (which children wash to reuse in art/craft projects) or loose parts, green – worm/compost bin waste and blue – located inside close to the art/craft area and used for paper/cardboard only. Children are able to confidently articulate which scraps are suitable for the appropriate coloured bin with minimal assistance.
* The preschool creates our own eco-friendly cleaning product at Kooloora Preschool by recycled children’s citrus peels (orange, mandarin, lime, lemon) combined with white vinegar which ferments over a 2-week period to create a concentrate which we also sell for a gold coin donation in our preschool foyer.
* The preschool educators support environmental sustainability in many ways. We have a compost bin in which children put their fruit and veg scraps daily. Children take it in turns to add scraps to the compost bin daily. Our worm farm is another aspect of our program that promotes and enhances sustainability. Children take ownership of the worm farm and add compost to the farm from home. The end product of the worm farm is used to fertilise and look after our vegetable garden int he outdoor space.
* Children are encouraged to collect natural materials from the local community to reuse in their play. In the 2020 the COVID-19 pandemic provided opportunities that limited access to learning resources for some families learning at home. Using reflective practices and the children’s prior learning, educator’s competently developed learning activities using natural materials that could be collected from backyards or on walks. This was valuable for students as it maintained a sense of consistency.
* Our gardens provide herbs, fruit and vegetables for ourselves and families. We plant and tend to our garden beds in order to understand where our food comes from, how much effort it takes to grow food, how wonderful home-grown fresh food tastes and how to identify healthy foods.  The children enjoy caring for the plants by being responsible for watering the seedlings.  The educators utilise foods from both the vegetable and bush tucker gardens in cooking experiences with the children.

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

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| The Improvement Plan for Quality Area 3 is linked to Strategic Direction 3 *Expertise and Innovation* in our School plan.  **In order to maximise student outcomes we will further develop and refine teaching and assessment strategies in critical and creative thinking.** |

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| **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 | To enhance provision of resources to promote science/ steam in the preschool in line with whole school strategic direction | | | 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 comprehensive and challenging teaching and learning environments that embed critical and creative thinking and STEAM to enhance student learning outcomes | PL critical and creative thinking  Use ECERS-E tool to assess current level | Instructional Leader  Preschool educators |  | |

**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:**

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| **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  R.129-135  R.136 | Have you ensured that School Learning Support Officers hold, or are actively working towards, an ACECQA approved certificate III level qualification? |  |
| Have you ensured that at all times children are in attendance at the service there is at least one person who has completed training in the management of anaphylaxis and at least one person with an ACECQA approved   * 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.

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| **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 is staffed by two permanent educators who have worked together for a number of years and are very familiar with the routines, procedures families and context. As part of the broader school context there are also admin staff, Aboriginal education officer, specialist learning and support teachers timetabled to support children's learning and development. When an educator is absent all effort is made to draw from a pool of regular relief staff who are familiar with the service.
* A timetable for duty for each day is displayed near the sign on table so parents /carers can view which educators will be working with their child that day. The daily routine is organised to allow for educators to engage and foster the relationships between families while still allowing for the children to be engaged in meaningful learning opportunities. This is demonstrated by educators being available to talk with parents at drop off and pick up times.
* 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 in the Early Childhood Australia Code of Ethics.
* We ensure that at least one familiar educator is available to provide 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.
* 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.
* The preschool also has access to specialist support staff from with within the school including an Aboriginal Education Officer, Community Liaison Officer, Instructional Leader, librarian, PE teacher and Learning and Support teachers.

***4.1.2 Continuity of staff***

* 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 is 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 continue the planning cycle, know the behaviour and additional needs of children.
* A regular pool of casual staff that the children are familiar with are utilised to cover educator absences. The 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.
* The preschool utilises an Aboriginal Education Officer who is a long-standing member of the local community and has many links within the school community and the families (including knowledge of the community and relationships with families) within the preschool. This ensures continuity of staff and engagement with the families and community.
* A thorough induction takes place for all executive, 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 have walk through 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 preschool teacher communicates with the Release from Face to Face (RFF) teacher via email, informal discussions prior to school starting and the use of a communication book to ensure 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

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| **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. 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.
* Staff meetings occur on weekly basis to develop knowledge and skills. In addition, daily reflective meetings are held each afternoon for a brief 10 minutes to inform each other of any changes/occurrences which we did not have time to communicate throughout the day. Daily reflection guides a deeper and more collaborative discussion at our weekly meeting. All educator’s input and strengths are included and acknowledged.
* As a designated Aboriginal Preschool that has all Aboriginal staff, a sense of belonging and community is a core component to a successful team approach. All staff have community connections outside of their working environment and family connections that allow for a deep respect and understanding of each other’s identities. These deep connections and reciprocal relationships encourage sharing of tasks, assistance in difficult situations and supportive relationships between colleagues. 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.
* Reflective practice using the reflective journal, staff meetings and verbal communication has been used to identify individual learning goals and areas of improvement that staff wish to develop. An example of this is, using communication between staff, the teacher identified specific areas of development and collaborated with the P-2 initiatives officer for professional learning to occur targeting the desired topics. For example, in term 2 2021 we working with our P-2 officer to work on effective self assessment practices.
* Educators attend professional development, read current professional texts, journals and online articles and incorporate new knowledge and ideas. Last year, both the teacher and SLSO were released at the same time to attend the “Quality Preschool Practice” sessions run by the University of Wollongong.  The objective of the new learning was to use research skills to rate the quality of the elements in the learning environments.  By keeping up to date with current research and best practice, educators endeavoured to enrich the program with fresh ideas, make improvements and gain new perspectives.
* Our preschool educators are active members of the Tuggerah Professional Practice Group (TPPG) where professional readings, resources and dialogue are shared both online and at regular face to face network days. Our educational leader is part of the state office 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.
* Educators are also part of an early learning state wide staff group where resources, current research and professional dialogue is shared with early childhood colleagues across the state.

***4.2.2 Professional standards***

* Professional standards are embedded in practice as educators are familiar with current guiding documents such as the National Quality Framework (NQF) and ensure they respond to children and each other in positive and respectful ways. 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, our philosophy and

Acknowledgement of Country. These documents guide all our interactions with children and underpin our observations, planning, programming and practice. For example, our Acknowledgement of Country demonstrates and teaches respect for culture and the land on which we meet to learn and play each day.

* 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 are involved in training organised through Toukley Public School and are supported by the educational leader.
* 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 are advised and supported by the Deputy Principal/ Instructional Leader who is the educational leader.  The educational leader is a highly trained and experienced educator who provides support to staff at the preschool. Support for the continual process of quality improvement has been provided by way of discussions, suggestions, written and verbal input, liaison between staff members, access to visits by the P-2 Initiatives Officer, access to training at regional network level.
* 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.

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| 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** |

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| **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 is assist in continual QIP evaluation through meeting every 2 weeks. This procedures 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 of consistency and commitment to aligning to the services philosophy, policies and procedures.  All staff working in the preschool are able to demonstrate working knowledge of pedagogy, practice and requirements of NQS | Update induction for staff  Update casual folder  Review Continuous improvement plan  Review staff rosters to ensure consistency of staff duties |  |  | |

**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:**

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| **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? |  |
| * Is appropriate for the physical and intellectual development and abilities of each child? |  |
| R.156 | Have you ensured that the size and composition of each group of children provides them with the opportunity to interact and develop respectful and positive relationships with each other and with educators? |  |
| **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.

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| **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 the ‘getting to know you’ interview the year before starting preschool and 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 3 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 our children is the bedrock for all that follows. We prioritise our time with the children interacting, 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.
* Children are comforted and cared for when upset or in distress. Staff 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. Colour therapy and visualisation has been taught to the children and is used in group times to send love and care between peers and staff to promote a sense of comfort and support at all times within the centre.
* 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 that 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 rights of each child are important to the educators at Kooloora. We utilise the United Nations Convention on The Rights of the Child and the Early Childhood Australia Code of Ethics to guide our interactions with children. These are displayed in our centre and are reflected upon during our professional conversations and practiced in our service delivery.
* One educator attended Circle of Security Training to support and strengthen relationships with students and families. This course expanded the understanding of the diverse range of emotional need and responsibilities of the adult. This has been shared with the team to expand our knowledge and experience through observations to individualise each child’s emotional stability.
* 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, Chinese New Year, Waitangi Day and any other celebrations reflective of the culture of the children in our service each year.

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| **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***

* Educators encourage children to use their words to discuss their feelings with their peers and may employ verbal scaffolding to assist them. Helper cards are implemented in the afternoon routine to assist children to engage in activities with their peers that allows the negotiation of roles. Each child can choose a helper card and take on the responsibility of a job. All helper cards have two of the same job to ensure the opportunity for negotiation.
* Educators 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.
* 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. Kooloora Preschool has 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.
* 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. This is evident when two children were having a conflict and the educator supported them to resolve the issue. The educator and children discussed how they were feeling, why this happened and how they could avoid this conflict in the future by using their words and telling an educator.
* 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 understanding, sensitivity and acceptance with all children.

***5.2.2 Self-regulation***

* Educators embed many support strategies to assist the children to regulate their emotions, manage their own behaviour and effectively deal with the behaviour of others. 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.
* The introduction of a pilot PBL program (positive behaviour learning) was first implemented in 2020. The children are using language such as the words respect, responsibility and excellence from the program to explain their actions. They additionally identify with the program mascot ‘Beemer’ to make safe and positive choices independently. This program is consistent with the TPS program and creates a foundational knowledge for future learning and self-regulation.
* Educators engage mindfulness activities such as colour therapy and visualisation during sleep and relaxion time to support children in developing healthy minds and promoting self-awareness and emotional regulation/management. The aim is to make mindfulness an engaging experience that encourages and educates children to be empowered with strategies in times of distress. Children can independently, in any context access strategies to regulate their emotions and or actions.
* We build trust, confidence and independence within our children by supporting them to selfregulate and develop social skills. Educators do this by giving explicit and positive feedback to children when they follow the expectations well and at times children are encouraged to tell Educators how they followed these expectations. An example of this is when an Educator said to a child "I noticed that you reminded your friend to put their lunch box in their locker. Good job!"
* 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 administrative staff, supervisors and 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 to build and maintain sensitive and responsive relationships.  We outline these strategies in individual support plans so that children’s needs can be communicated to all relief and casual staff.
* 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.
* 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.
* In 2021, 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.

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| 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.** |

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| **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** |
| 5.2.2  Self-regulation | Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts | | | 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 support our preschool children to develop their self-regulation skills to become confident and capable lifelong learners. | Professional Learning with Kindergarten teachers on self-regulation is and how we can most effectively support it within our setting using the Shanker 101 method. This will continue throughout the whole year.  Participate in online webinars every 4 weeks followed by an online Community of Practice with educators across the state to engage in professional dialogue and share steps and strategies to support self regulation.  A |  |  | |

**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:**

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| **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   * 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.

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| **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***

* 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 Google 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 2020.
* Open communication is strong between staff, families, community and the children within the preschool. Parents are encouraged to talk with staff about the expectations and goals that they have in the time their children are in the service. The Wishing Tree (located in the foyer) has been a successful addition to the preschool setting, opening communication about parent’s expectations for the year. This is a valuable addition to the preschool program that will be reviewed at point of need.
* Regular opportunities, both formal and informal, are provided for families to communicate with educators about their child, to share specific evidence of the child's learning and be involved in decision-making concerning their child's learning. Families engage with community posts on Seesaw responding to provocations from the educators, reflecting on practices and providing feedback.
* An 'All About Me' biography is filled out by parents/carers during the enrolment process and these are pre-read by the educators and discussed with the families at the individual enrolment meetings. The child biography provides information that allows educators to ensure the child's culture, values and family beliefs are respected.
* For families who may experience anxiety or distress about their child enrolling into preschool, informal opportunities to visit and engage with the service and staff are encouraged. These visits allow children and their parents to engage with educators and the environment as a transitional step of their child's journey. Educators value this time as being a step toward establishing the foundation of a trusting collaborative relationship with the child and their family.

***6.1.2 Parent views are respected***

* Educators are aware of the diversity of our families and provide cultural sensitivity during the orientation and enrolment process. All staff provide support in explaining the process, filling out forms and providing the correct documentation to ensure a smooth transition into the preschool. Families are directed to the Kooloora website which offers a variety of information including enrolment procedures, routines, tips and links to support easy access to information regarding the enrolment process.
* Children’s diverse cultures are embraced through inviting families to share their cultures with the preschool group and educators responding through classroom displays and provocations. Our belonging circle in the morning acknowledges the traditional custodians of the land. A range of songs are used to acknowledge the diverse ways of saying hello and is an essential part of children developing a sense of belonging and children learning about the world around them and responding to diversity with respect.
* 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. We additionally use this opportunity to convey the importance of communication between staff and parents. We convey our value of each family and their everyday experiences. This information is used to plan experiences and provide learning environments that support continuity of care between home and the preschool.
* The personal learning goals established at the initial enrolment meetings accommodate for the culture of families. Learning goals are established with the families to allow parent/carers to make decisions about their child's learning. Each goal can have a cultural, social, academic, emotional or physical focus and include the values and beliefs of individual families.
* 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. She is working with the nominated supervisor and P&C to develop this venture.
* 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***

* The preschool works in close collaboration with local Aboriginal services such as Yerin and Yarran. The Aboriginal Education Officer (AEO) attends meetings with these services and provides feedback to educators to ensure families have access to the most current information to support their child and family. The AEO additionally supports families to access these services and will attend meetings with families to ensure meaningful contributions are accessed and supported in the future at the service. Additionally, a Community Engagement Officer from the main school can offer the same support and is also available to families.
* A notice board is available at the entrance point displaying notifications regarding upcoming or daily 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 yarning 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 principal and school counsellor 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.
* Our preschool services a low socio-economic community and has developed strong community relationships that can support with food, bills, legal and medical assistance. One example being the Toukley Neighbourhood Centre provide weekly food hampers for educators to give to a number of families. They will additionally provide resources such as bags, drink bottles and lunch boxes for families supports those families experiencing financial hardship.

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| **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***

* The children are comfortable to seek care and comfort from all staff members 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.
* The implementation of Positive Behaviour for Learning (PBL) from 2020 has produced a program in line with K-6 that assists in the children's understanding of respect, responsibility and excellence. The children's foundational knowledge is evident in their ability to visually spot signs with the Beemer logo and use the PBL language when visiting the K-6 environment. The children transition to school with an understanding of expectations of behaviour in the school environment and they feel equipped due to their existing knowledge.
* Educators establish preschool routines from the children's first day at preschool. Routines are embedded in our practice so children can predict what happens throughout the day including the ways we transition and the expectations of each transition. For example, transitioning from indoor play time to morning tea or outdoor playtime, educators play an Aboriginal didge music that children recognise as a cue to begin packing away. A yarning circle with an Acknowledge 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.
* Access and engagement with the large range of facilities in the K-6 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 once a fortnight, 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 Young, Black and Ready for School 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 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 settings towards 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.
* The preschool teacher collaborates with external support agencies such as Yarran Early Intervention Key Worker and School Services 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.
* All 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.

***6.2.3 Community engagement***

* 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 Community Links worker, the Aboriginal Education Officer, the P-2 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.
* 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. The service is very active within the school community with many events held together. Most recently a Gorokan High School student attended the service to complete her Year 12 major project for child studies. The ECT worked with the student to develop an appropriate learning experience and produce an artwork submitted for the project.
* 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, a reconciliation week event at the local park.

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

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| 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)* |

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| **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 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:**

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| **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:   * Approved Provider notice * Service approval notice * Notice of final assessment rating |  |
| R.55-56  R.31 | Have you ensured that your Quality Improvement Plan   * Contains a statement of the service philosophy? |  |
| * Is reviewed and revised at least annually? |  |
| * 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:   * Working with Children Checks * Department verification of WWCCS * Educational qualifications * Child Protection training * ACECQA approved training, including first aid * NESA registered teacher number and expiry date |  |
| Have you ensured a record is maintained of all educators working directly with children in the preschool which includes the following information—   * 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 | Have you ensured that all records relating to children at the service are maintained and accurately completed, including:   * enrolment records * attendance records * health information * records of incident, illness or trauma? |  |
| R.92, 99,  R.177 | Have you ensured that records related to children contain all the required information including authorisations for the administration of medication, medical treatment, the collection of children from the service and excursions? |  |
| R.181-184 | Have you ensured that records are stored appropriately to ensure confidentiality and are retained for the period indicated in R.183? |  |
| R.174-176 | Do you ensure that changes to the operation of the service, serious incidents and complaints which allege a breach of Law or Regulations are reported to Early Learning within the required timeframes, who inform the Regulatory Authority? |  |
| R.168-169 | Do you ensure that all policies and procedures required by R.168, are in place, regularly reviewed, and available at the service? |  |
| R. 170 | Do you ensure that your departmental policies and local procedures are followed? |  |
| R.171 | Do you ensure that copies of the current policies and procedures required under regulation 168 are available in the preschool at all times? |  |
| R.172 | Have you ensured that families are informed at least 14 days before changes are made to service policies or procedures that might have a significant impact on them, including changes in fees and the way they are collected? |  |
| R.185 | Have you ensured that a 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? |  |
| **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.

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| **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***

* The preschool philosophy is updated annually and throughout the year where relevant eg. new educator, current research or professional learning. We evaluate our philosophy with families of graduating preschool children and with new preschool families enrolling to ensure we are still providing a quality service to our children who are different every year. Children and parents are also pivotal to the process with their voices being included each year through evaluation and feedback.
* The 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 statement of philosophy reflects the unique setting of the preschool and aligns with the school vision.

***7.1.2 Management Systems***

* In addition to Department of Education 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 including school executive staff, all preschool staff and administrative staff work 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.
* The DoE has strong complaints management policies and procedures. 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. The school utilises these processes for the management of complaints. Families are made aware of this procedure as part of enrolment process.
* We use Department of Education computer software to manage children's records and the financial management of the school. We follow the Department of Education procedures for notifying serious incidents, changes to the services, complaints handling etc. We have the support of the Department of Education state office Preschool Advisor and the P-2 Initiative Officer to support the regulatory and legislative requirements of the preschool.
* 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.

***7.1.3 Roles and responsibilities***

* All staff have role statements negotiated with all 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.

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| **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 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. A schedule of meetings is also held with the local AECG throughout the year to provide preschool updates and seek consultation.
* 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 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 preschool supervisor (Deputy Principal) who is a qualified early childhood teacher. 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***

* All staff are required to annually develop in consultation with their supervisor, their Performance and Development Plan (PDP), that includes the identification of three to five professional goals and the articulation of evidence to demonstrate progress toward the goal along with the professional learning and other strategies and resources used to continue their professional growth and development. These plans are systematically reviewed by staff with their supervisor throughout the school year.
* PDPs form part of the ongoing accreditation process and licencing of all teaching staff with the accreditation authority as aligned with the Australian Professional Standards for Teachers. The nominated supervisor regularly checks to monitor the educator's professional learning and registered hours. This is discussed with the nominated supervisor every six months and monitored throughout the year.
* Regular meetings between the leadership team and educators provide an opportunity to discuss workplace performance and support continued improvement. Open channels of communication both formally and informally are monitored and modeled to ensure there is constant communication that benefits children, families and our educators.
* A Department P-2 Initiatives Officer provides professional development opportunities and networking opportunities. 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. She also visits regularly to provide mentoring and support.
* 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.
* The skills of educators have been recognised and as such they have taken leadership roles in delivering professional learning to other schools across the state. Examples include the self-regulation community of practice and AEDC conference.

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

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| 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.** |

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| **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 2021: establish regular team meeting dates and agenda.  Term 2: | |