

Canley Vale Public School Preschool

Quality Improvement Plan 2022

Mrs Margaret Creagh – Principal, Nominated Supervisor, Educational Leader and Responsible Person



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| Service number | 00006845 | Approved provider | NSW Department of Education |
| Educators | <div> Mary-Anne Dabit (Monday-Friday) Rhonda Moussaoui (Monday-Friday) Jessica Slavkovski (Tuesday, Wednesday) Helen Thai (Monday-Friday) Leanne Hunt (Monday-Friday) Wahida Essa (Monday-Thursday) </div> | Service approval number | PR-00005345 |
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Statement of Philosophy

Canley Vale Public School Preschool Philosophy

Our Place

Canley Vale Public School Preschool was built in 1978 with a vision to strengthen early childhood learning opportunities for the children and families in the Canley Vale area.

Since 1978 the walls of our preschool have witnessed generations of families belonging, learning and growing into individuals who are active members of the community.

As our preschool is an extension of the school, most of our families live locally. This provides convenient access to our quality early childhood service and to the primary school. We work in partnership with the school to support our children and their families to experience a smooth transition into kindergarten.

Our Beliefs

The Principles, Practices and Outcomes of the Early Years Learning Framework: Belonging, Being, Becoming and the National Quality Framework are the foundations of our teaching and learning.

We acknowledge the uniqueness of our children and their families, and we understand that they come from culturally and linguistically diverse backgrounds and with varying abilities, interests, strengths, and experiences. Strong partnerships are formed by working closely with the school community (including but not limited to the Community Liaison Officers, Community Language Teachers, School as Community Centre, the Kindergarten Staff, and Executive Team), other professionals (including the School Counsellor, the Learning and Support Team, the Speech Therapists) and other outside

agencies. We value the importance of forming positive relationships with our families and the children. We understand that by working together with all stakeholders we create a positive, safe, friendly and welcoming environment where everyone feels they belong and that the children are provided with the best early learning opportunities.

Our teaching and learning programs are based on collective professional expertise and knowledge of early childhood pedagogies. We are continually engaging in professional development based on current early childhood education research and best practice.

Our daily routines are centred on intentional teaching, spontaneous moments and the children's individual goals, interests, strengths, abilities and experiences. Educators hold high expectations for each child and promote these in programs, through teaching and learning practices and sustained shared conversations.

We develop our knowledge of each individual child through conversations with their family, our interactions and observations of the child, professional collegial conversations, reflections, and information from professionals.

The ECA Code of Ethics and the Principles of the United Nations Convention on the Rights of the Child (non-discrimination, best interests of the child, the right to survival and development and respect the views of the child) is the backbone of our understanding and practice. We understand and reflect on our ethical responsibilities and decision making toward the children and their families. We provide teaching and learning programs that enable all children from all cultures and communities to identify as Australians within a democratic, multicultural society.

All our educators are qualified and experienced, and strive to provide a safe, caring, open-ended, play-based learning environment.

Our Commitment

We strive to build a foundation for lifelong learning.

We achieve this by supporting children's agency. We teach and support our children to be resilient, independent and to learn skills in self-regulating their emotions and behaviours. Our teaching practices motivate and encourage our children to be social, confident, curious, creative and critical thinkers.

We value and listen to each child's voice, opinion and ideas and include these in aspects of our preschool.

We believe it is important to develop trusting relationships with our families that are based on equity and inclusivity, and we model this as a team. Together, we share the nurturing and education of their child.

We are committed to our own professional learning journey. We continuously identify our own areas of interest, strength, and further development. We work hard to remain current in our practice, and to improve and further our knowledge and skills.

Our Intentions for Action

Our Quality Improvement Plan (QIP) and our local procedures are working documents that encourage us to critically reflect on, identify and implement on-going improvements.

These areas include:

- educational program and practice
- children's health and safety
- physical environment
- staffing arrangements
- relationships with children
- collaborative partnerships with families and communities
- governance and leadership
- Department of Education policies
- Canley Vale Public School Preschool Local Procedures
- Canley Vale Public School Local Procedures

All stakeholders work together to reflect on and make the identified improvements needed to make Canley Vale Public School Preschool the high-quality early childhood service that it is.

Quality Area 1: Educational program and practice

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children's learning and development.

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 2/3/2022

| Ref. to Law (S) /Regulation (R) | Does your service meet these requirements? | Confirmed |
|--|--|-----------|
| S.323 S.168 R.254 | Is the Early Years Learning Framework used to guide the development of the program? | ✓ |
| R.73 | Have you developed a program that contributes to each child's learning and development outcomes, as outlined by the learning framework? | ✓ |
| R.74 | Do you document: <ul style="list-style-type: none">• An assessment of each child's development, interests and participation in the program?• An assessment of each child's progress towards the program outcomes? | ✓ |
| R.75 | Is the information about the program displayed in a place at the service that is accessible to parents? Is evidence of the program available for inspection on request? | ✓ |
| R.76 | If requested, do you provide families with: <ul style="list-style-type: none">• Information about the content of the program and service routines and how they operate in relation to their children, including their participation?• A copy of their children's assessment/evaluation documentation? | ✓ |
| If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance. | | |

Step 2: Identify and record your strengths.

What are the practices that demonstrate quality in your preschool?

| Standard 1.1 The educational program enhances each child's learning and development. | | |
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| Approved learning framework | Element 1.1.1 | Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners, and effectiveness as communicators. |
| Child-centred | Element 1.1.2 | Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program. |
| Program learning opportunities | Element 1.1.3 | All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning. |

1.1.1

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.

- At Canley Vale Public School Preschool, the educators have an extensive knowledge of the Early Years Learning Framework (EYLF), our preschool philosophy, National Quality Framework (NQF), policies, our practices and local procedures. We understand that the EYLF underpins and guides all decisions about our interactions with the children and their learning, the families and the wider community. The principles, practices and outcomes of the EYLF form the foundation of our pedagogical decision-making that includes the preschool philosophy and the educational programming cycle.
- All observations, planning and programming, and documentation are linked to the Early Years Learning Outcomes, Principles and Practices. Our observations guide our educators to make informed decisions when planning our learning environments and goals. These are evident in the Learning Assessment folder and on our programs. For example, three children were in the sandpit stacking two reels and pouring sand through the holes. As one child was pouring the sand, he noticed the sand was leaking from the sides and made a connection to a coke machine. Educators then engaged other children in collaborative and explorative learning based on this experience. This was a definite link to learning outcome 4 illustrating confident and involved learners.

- Our educational program is driven by our initial interview with families, interactions, observations, formal and informal conversations. Parents sharing the cultural background allows us to plan and reflect on family's important cultural celebrations. Such as, the Lunar New Year is differentiated for the Vietnamese and Chinese cultural background.
- Our philosophy includes the overarching statements of the EYLF Belonging, Being, Becoming and the principles and practices during our learning time the educators use the philosophy to guide curriculum decisions. The philosophy states that the rights of the child are respected and this is illustrated by asking permission from the children to have their photo taken or to have their story written on their artwork.
- Learning outcomes are shared with families through formal interviews and a summative report at the end of the year. Interpreters are available for families as required. Outcomes are available to families through the folders, informal discussions during arrival and departure times and displays in the parent foyer.

1.1.2

Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.

- The year prior to the child attending preschool, the family and child are invited to attend a Play Date. During this time, the child and family have the opportunity to become familiar with Canley Vale Public School Preschool. Educators have the opportunity to interact and observe the child within the preschool environment and interact informally with families.
- Educators are required to conduct a formal telephone interview with families to gather information on each child's knowledge, strengths, ideas, culture, abilities and interests. The educators are assisted by the Community Liaison Officers (CLO) to interpret, gather and share information. During this interview the educators and family unpack the information sheet and survey previously provided to parents. The information gathered from these documents then guide the learning goals for each child and informs our program. This provides a strong foundation in our knowledge of the children and their family and supports a smoother transition into our preschool.
- Parent teacher interviews take place in Term 2 to review the goals and current knowledge, strengths and gains of each child. During this interview the educators share the learning folders that are also available at any time during the year. New goals are collaboratively discussed with the family and educator.
- Educators learn about individual children through observations, actively listening and engaging in meaningful experiences. Intentional teaching is derived from the children's interests, current strengths, ideas, culture and emerging abilities. An example of this was when an educator observed a conversation between children on the changing of colours of the Perspex tiles on the light box. The educator joined the children in the conversation by scaffolding what they had observed to introduce the language of primary and secondary colours. With this observation and conversation, a follow up story (Little Blue and Little Yellow by Leo Leoni) and a Visual Arts experience (mixing primary colours onto filter paper) was programmed to extend the knowledge of primary and secondary colours.

- As educators we ensure that we observe individual and small and large group experiences, we analyse the learning that takes place and plan and implement future experiences. An example of this is when a small group of children began creating a campfire. This learning extended by introducing other ways people use campfires like Indigenous Australians. This was further extended by looking at the foods that traditional Indigenous Australians would eat (bush tucker) and the foods that we as a class eat.

1.1.3

All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

- Our flexible daily routine and program support the autonomy of each child. This is illustrated when children first arrive at preschool and they independently unpack their lunch boxes and drink bottles from their bag to place on the trolley, washing of hands, applying sunscreen and settling into experiences of the day.
- Consideration and adjustments are made when involved in whole school or preschool events and celebrations. Educators make decisions to alter routines and procedures as needed to maximise the opportunities of learning. Recently we have been focusing on sustainability and how to look after our planet. Educators invited Magic Craig to unpack the Reduce, Reuse and Recycle. The routine was altered to cater for outdoor play at another time in the day.
- The children, families and school community are informed of the change of the routine to allow for the incursion to occur (through informal conversations, notices on the parent information boards, newsletters/ notices to the families, at the executive meeting, and on the school Sentral calendar). When the children are involved in the incursions, they experience concepts or ideas that they may be unfamiliar with or allow the child to extend their current knowledge. The incursions also consolidate or introduce whole class learning goals that support the deeper learning of the introduced concept. An example of this was when the children were involved in the Outback Australia show. They were introduced to and experienced the learning of Indigenous Australians. Soon after a whole class goal emerged from observations and interactions of the children of the practices of Indigenous Australians.
- Our routine and program are well-balanced allowing the children equal amounts of learning time, both inside and outside. Our routine also changes taking into consideration the season, daily weather and recommendations from the Cancer Council. The daily routine is similar in Terms 1 and 4 and in Terms 2 and 3.
- Our routine and program allow the children to engage in unhurried play. This is evident in the indoor and outdoor programs that are added to, adjusted or altered as the children's learning, skills, abilities, interests and needs change, the intentional teaching direction changes and the needs of the families change. This is also evident when children have the opportunity to continue with their learning or play experiences by placing a '*do not touch*' symbol or their name on their work if the child or small group of children wish to continue with the play, later. The children are aware that when this symbol or name is placed on any piece of work, it is not to be packed away until the child or group decide that it is time.

- Each class has a flexible timetable with routines and transitions that enhance learning. We believe that by providing this environment we build on our philosophy of belonging, being and becoming and we support the child's agency, autonomy and sense of identity. This is evident in our practice of group time and through transitions, long periods of indoor and outdoor play, unhurried mealtimes, progressive morning tea, their water bottle available throughout the day and flexible rest/sleep opportunities. This practice supports the children to become familiar with the routine and develop their sense of belonging to their class and our preschool.

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

1.2.1

Educators are deliberate, purposeful, and thoughtful in their decisions and actions.

- The educators at our preschool scaffold and extend learning through intentional teaching, spontaneous interactions and teachable moments, interest-based learning, open-ended questioning and unhurried sustained shared thinking and conversations. This belief is embedded in the preschool philosophy and is visible through the learning programs, documented reflections and observations and listening to the interactions between the child, children and the educators.
- At our preschool, we embed a practice of exploring ideas, interests and building upon the interests or current knowledge of a child or children. Small or whole class goals that emerge from the interests or intentionally planned by the educator, experiences are planned to stimulate the thinking of the child, promoting deeper learning. An example of this was from an interest in dinosaurs by a small group of children. Deeper learning emerged from this interest by spontaneously reading factual books and then the emerging of the whole class project. The whole class project looked beyond the dinosaurs and research and discussions emerged on their eventual extinction. This project developed into taking care of our earth to prevent the extinction of humans, plants and animals.
- Intentional teaching can also take place during group times and one on one interactions. This is illustrated by working closely with our speech therapist and community language (CL) teachers to achieve learning goals. An example of intentional teaching was, when many

discussions about primary colours being used to create secondary colours. Educators then provided further opportunities for children to explore and discover colours and to express these in their artworks. This is further extended on when the CL teachers teach the children how to say the colours in their home language for example in Chinese.

- Our educator's value and use transition times as an opportunity for teachable moments. These include implementing and practicing the Fundamental Movement Skill program, Literacy and Numeracy experiences and the Creative Arts. The information that is also gathered from the family (children's interests, abilities, strengths and needs) and the educator's intentional teaching, quality and purposeful transition times occur.
- Intentional consideration is given when planning the learning environment and provocations to promote peer engagement. We build and extend on children's learning by using their own ideas through play. This is evident by our arrangements of seating allocations, the resources and material provided and the level of educator involvement. An example is when a group of children were very interested in building with blocks. The educator extended on this by incorporating a display of buildings and bridges from around the world to build on interests and curiosity. By having this, the children were looking at these displays and engaging in conversations and problem-solving as a team through play.
- Deliberate planned incursions further develop conversations, questions, interests and are linked to specific group goals. Educators plan for deeper learning through intentional teaching. This has resulted in children trying new things and communicating their new knowledge with their family. Such as, the *Living Eggs Chick Hatching program* children have the opportunity to see and experience the real-life cycle of an animal. This incursion is the beginning of many intentional teaching experiences to build children's confidence, courage and to build meaningful relationships with families and children. From this incursion, the children were able to discuss with their family the living cycle of a chicken and were excited to invite families into the preschool to share in this experience.

1.2.2

Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.

- Conversations and interactions are encouraged and promoted throughout the day and at routine times. An educator is with the children during eating times listening to and being a part of the children's conversations. This is another opportunity for the educators to assist with the development of self-help skills, engage in spontaneous sustained shared conversations or gather information for future intentional teaching opportunities.
- Knowledge of the child is gathered from information provided by the family, outside agencies, interactions with the child, following up on the child's ideas and interests, observations of the child and through individual and team reflections. All the educators use a range of teaching strategies to support each child's learning goals and attempts to express themselves with the educators or other children.

Armed with this knowledge, appropriate teaching strategies that include positive feedback, encouragement and providing additional ideas, gestures, cues or visuals are used to respond positively to the child with consideration, attention and interest. An example of this is a child who is non-verbal and is supported by Occupational Therapist (OT). The educators observed the OT using sign language and began by implementing this communication strategy in our preschool program.

- Responsive teaching, interactions and communication between the children and educators encourage higher order and critical thinking. Our educators have a deep understanding of this pedagogy and through intentional and spontaneous interactions, the communication between the child and educator promotes mathematical and scientific language and concepts. This is evident through explanation, speculation and problem solving. For instance, the children were discussing the life cycle of a butterfly and sharing their knowledge. The educator took this learning opportunity to scaffold the children's current knowledge by introducing metalanguage. A child went home that day and shared his knowledge and new vocabulary with his father. The father shared with the educators the discussion he had with the son and how it led to him doing his own research through a google to also extend and understand this metalanguage himself.
- Through spontaneous or intentional teaching, the educators also include phonological concepts when sharing texts, in play and times of transition. We believe that these meaningful interactions between the educator and the child further develop their strengths, skills and knowledge deepening their motivation and engagement in learning.
- The educators collaborate with the children and act on their emerging ideas to develop their current knowledge and skill. This is evident in observations of the children and through individual educator and team critical reflections. An example of this was when a small group of children spontaneously began playing ball tossing games with an educator. As their ball tossing skills developed, the educator extended on their skill by introducing and modelling ball tossing onto the shade cloth. This spontaneous activity extended these children's skills. By engaging in quality interactions with the children, our educators build and extend on the interests and the prior knowledge of the children.
- Educators have visual reminders and prompts in the preschool to support open-ended questioning and interactions with children. For example, the children were playing in the sandpit and explaining there was a rocket ready to blast off. Educators extended this by, using the prompts to ask open-ended questions to create curiosity and investigations. We discussed; how does this happen? Where do you think the fire came from? This then sparked other areas of interest such as fires, safety and campfires.

1.2.3

Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

- Our philosophy embeds an open-ended, play-based program that provides the children with activity choices and learning experiences. Enabling children to make decisions and choices for themselves in their day and learning. One example that supports the children's

choice and decision making in their learning are the open shelves. This type of environment promotes children's choice and agency to engage, allowing the children to continue and extend their interests, learning and master skills as they choose.

- The children are encouraged to participate in the program. The child is given the choice as to when they choose to be involved, and at how much involvement they choose to engage in. Children are given the opportunity to stand back and observe, however, with the support and encouragement of the educator the child is supported to participate in their choice of activity. For example, a learning experience that has a certain allocation of seats can be added to as children's interests evolve. When a new support or duty staff member comes to the preschool they are informed of this practice.
- The children are given opportunities to develop their skills and take on responsibilities that will influence and affect their world. These include naming their own group, identifying preschool expectations to keep everyone safe, taking care of their environment (packing experiences, emptying the compost bin and cleaning their environment), having a voice and guiding the direction of the program. This has positively influenced their sense of belonging as seen through fast settling time and observed comfort in our environment.
- The educators encourage and support the children to explore their world through the physical and learning environments. The physical environment encourages the children to direct their learning and make decisions about their play. This is guided with the use of open shelving, open-ended activities, choice of activities and they are encouraged to ask for new or extended play resources. The indoor and outdoor physical environments develop over time as the children's interests, abilities, strengths and needs develop. For example, a child very interested in security systems finds items and places them around the room daily. By doing this, he demonstrates a sense of belonging and creates a safe environment for himself. The educators are sensitive to the children's emotional wellbeing and respond with care and respect when children become emotional.
- The children are also guided to make positive choices that may impact on their own wellbeing and that of others. This begins with the children developing their own class expectations and expressing their feelings verbally with "STOP, I don't like it....". The children are also guided that if they feel the situation has not been resolved they are able to come back to the educator for further support. This is also extended upon with spontaneous or intentional teaching moments to discuss actions and feelings of themselves and others (with individual, small or whole groups of children).

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

1.3.1

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.

- A planning cycle is embedded throughout the preschool. The educators have incorporated elements of planning in their professional goals, participated in professional learning that have included online modules and Network meetings where the focus has been on programming and planning. From professional learning, further critical reflections of our planning cycle have supported a deeper understanding of each element in the planning cycle. This has led to improvements in our planning cycle.
- The educators begin the planning cycle by gathering information from the child, families and outside agencies. We value and use the knowledge shared from prior educational settings to ensure a smooth transition and to support each child's learning. From this information gathered individualised goals are developed. Parents shared that their child's favourite story was, 'The things I love about friends'. The educator ensured the book was available for the child's first day at preschool. This practice is reflected in decisions we make for all our preschool children.
- From the observations of the child, we begin to analyse the learning and make decisions for future planning. This analysis of learning is linked to the principles, practices and the learning outcomes of the EYLF and forms the individual and group learning goals and the direction of planning. This informs the next step in our cycle which is to plan intentional teaching experiences to extend the learning. Educators then reflect and evaluate after implementing the plans to continue the ongoing cycle of planning.
- Our documentation makes the learning and participation in the program visible to the children, educators and the families and is evident in many forms. Documentation at our preschool is seen in many forms such as, observations and jottings, reflections, programming, annotated work samples, photos, annotated room displays and learning stories. The documentation of learning also identifies possible

further learning or emerging goals for the individual child or the group.

- The children and families learn that they have a voice, and their ideas and suggestions are listened to. This is evident when the children or families contribute their ideas and suggestions toward the program and this is implemented. Children share ideas or requests for activities (brought between indoor and outdoor areas), choice of songs and dances, stories... Families also share information about their child's interests and abilities through informal conversations and during interviews. This information from the families contribute and are used in the program.
- The preschool educators understand the individual needs of the children in their group and within the preschool. This information is initially shared by the family, the LaS team, the child's voice, through observations. An example of this was when a child was observed by the educator needing extra support to progress throughout the day. Informal conversations began between the educator and parent before formal meetings were planned between the parent, educator, the LaS team and the DP. After this meeting the parent made an appointment with the paediatrician, observations and assessments were undertaken by the school counsellor and a diagnosis of Autism was concluded. This partnership between all stakeholders continued, to access and support the child's transition also to Early Intervention for the following year.
- That following year the preschool educator, the Early Intervention educator and the parent worked together to set consistent goals and an Individual Learning Plans (ILP) to support the child's learning in both settings. The ILP and critical reflections (individually and by the team) provided intentional support to the child during play, routines and transitions. These were evident through the practice of modelling, guiding and specific verbal instruction by the educator, the use of visuals, peer support and guidance. The intentional support continued and adapted as the individual child's needs and abilities grew and changed over time. This partnership between all stakeholders continued, to access and support the child's transition to a Support Unit for Kindergarten.

1.3.2

Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.

- Each educator has an embedded practice of reflecting and sharing individually, in the team with the group and preschool as a whole and planning for future directions. This practice occurs daily through informal conversations within the class team and preschool team or formally with documented observations and reflections as a whole team on the Friday afternoon.
- *Critical reflection, questioning and evaluation* is embedded in all our practices; it drives our on-going learning of the child, the program practices, procedures, pedagogy, the family and local community. When we critically reflect, the educators consider the successes, what needs to be changed or extended to support the future direction of the program and improvements in our practices.
- When critically reflecting, the educators consider the information gathered about the child, the child's progression against the outcomes, additional support or specialised services that may be required and planning for future learning. An example of this was when a child

with level 3 Autism and ADHD who tended to abscond. The educators reflected on how to make adaptations to the evacuation and lockdown procedures to keep him safe. Through critical reflection as a team and having knowledge of the child's interests, we decided to include a sensory cup, magnetic board and magnetic letters in the evacuation pack and lockdown box. These resources were used to support his anxiety and reduce the chances of him absconding during our evacuation and lockdown drills.

- Critical reflection as a team gives us the opportunity to consider and be aware of others point of view. This process encourages us to question and challenge our practice to then make relevant improvements to enrich learning. For example, a parent brought to our attention that their child was coming home and stating he was being hurt. This was brought to all educators' attention through our critical reflection meeting. We discussed the concerns and put an action plan in place. This was communicated with the family and educators carefully monitored his play outdoors. After close observation the educators concluded that the child was engaging in rough play. The educator then had further discussions with the child about rough play and what it involves and that sometimes we can get hurt unintentionally. He gained an understanding of the risk taken during rough play and this led to a stronger connection with the family.

1.3.3

Families are informed about the program and their child's progress.

- The children's learning is documented and shared with families in a variety of ways. Our weekly program is displayed for parents, learning is visible on our walls through work samples, photos, and learning stories and via Seesaw. Families have access to the school newsletter and individual Child Learning Journals. These forms of documentation are always available for the families and we encourage and welcome discussions at any time regarding individual children and their learning.
- At our preschool we value building positive relationships with our families. We do this by making ourselves available to our families at a convenient time for them. We encourage families to speak with the educators when they have questions, concerns and would like to share information about their child. We begin to form these relationships from the first play date, during Preschool Orientation and through informal and formal conversations. Families can request a formal meeting with the educators to discuss their child's learning throughout the year.
- The families are informed of up-and-coming events and incursions that will occur throughout the year. As these occur the children and the educators encourage the families to come into the classrooms to see incursions or be a part of events in action. Some events that the families are encouraged to be a part of is the Preschool Easter Hat parade/picnic, Mother's and Father's Day picnics and end of year concert/graduation/picnic. Other organised events with the K-6 school community include Harmony Day and Education Week Open Day.
- We survey our families to gather information on their preferences in how they would like to receive information and communicate with the educators. This information is gathered and responded to. At our preschool we reflected on the possibility of digitally communicating our documentation with the families. The families were surveyed and the feedback from the families and past preschool children identified the continued value of the Learning Folders. The survey also indicated an interest in digital communication. This information was

reflected upon and supported our future improvements. This information provided the foundation to successfully begin and implement the Seesaw app to document and communicate with the families.

- At the end of the preschool year the families are given their child's Learning Folder and a Summative Report. This document outlines the children's progress and learning outcomes that took place throughout the year. Upon request from a parent, we provide a Transition to School Statements.

Goals must identify what will be achieved in terms of improved outcomes for children, families or the community. These may span across a whole year and may also be carried on if necessary, however schools should always anticipate an end date. They must be measureable, observable and/or describable in order to facilitate you to milestone progress.

Step 3: Improvement Plan

| Standard /Element | Purpose- What is the reason for focusing on this goal? | | |
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| 1.3.3 | The educators reflected on the current reporting to families and the school community and felt that we needed to move forward digitally, professionally and with consistent reporting between all classes. | | |
| Goal or outcome What will we do differently? What will our work achieve? What does this look like for children, families or community? | 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? |
| Continuing from 2021 | | | |

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| <p>By the end of 2022, all families will receive an end of year report that is consistent between all classes.</p> <p>The end of year report will be available digitally to the families and the school community.</p> <p>The families and the school community will receive an end of year report that is clear and shows the child's learning progress.</p> | | | |
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Quality Area 2: Children's Health and Safety

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

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 2/3/2022

| Ref. to Law (S) /Regulation (R) | Does your service meet these requirements? | Confirmed |
|---------------------------------|--|-----------|
| R.90 – 91R.162 | Have you ensured that a copy of the preschool's medical conditions policy/procedures document has been provided to a parent of a child enrolled who has a specific health care need, allergy or medical condition? | ✓ |
| R.92-96 R.161 | Have you ensured that all educators, families and, where applicable, children are aware of the procedure for administering medication and always follow it? | ✓ |
| R.81 | Have you ensured that you meet each child's need for sleep and/or rest? | ✓ |
| R.88 | Have you ensured that all educators and families follow the service's policies and procedures around preventing and dealing with the outbreak of infectious diseases? | ✓ |
| R.85-87 | Have you ensured that all educators follow service procedures in the event of an accident, injury or illness? | ✓ |
| R.89 | Do you have sufficient first aid kits? Have you checked that they are fully stocked and removed all out-of-date items? | ✓ |
| R.78-79 | Do you ensure that food and drinks served to children are consistent with your nutrition policy and that children can access water at any time? | ✓ |
| R.77 | Is food stored, handled and served safely? | ✓ |
| S165 | Have you ensured that educators are supervising children effectively? | ✓ |
| R.82-83 R.97 | Have you ensured that all educators follow service procedures designed to ensure the environment is safe and that children cannot access dangerous items? | ✓ |

| | | |
|---|---|---|
| R.103 S.167 | | |
| R.99 | Have you ensured that all educators follow service procedures about the delivery and collection of children from the service? | ✓ |
| If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance. | | |

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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

2.1.1

Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.

- Educators ensure every child and family is greeted upon arrival and are well supported based on the information provided by families. We make adjustments to ensure the wellbeing and comfort of all our children, for example, a child who had difficulty separating from her parents had her needs addressed by inviting the parents to stay and settle the child comfortably. We encourage all our families to provide a family photo to share in our preschool environment which provides additional security within our preschool environment.
- Educators meet with each family to gather an understanding of the child's needs and routines. These discussions highlight habits of independence such as toileting, sleeping and eating. By forming a strong partnership, we successfully support a smooth transition for everyone into our preschool environment. We believe that by supporting a close continuation of the child's needs and routine from home or their prior service, the child will have a sense of belonging early on, and therefore supporting their wellbeing.
- Educators critically reflect on information gathered from families and observation and requests from the child about each child's sleep and rest and make adjustments for every child. Our daily routine has a time for sleep and rest after lunch and we provide an environment that supports relaxation through a calming transition and atmosphere. We also provide spaces throughout the environment

giving the child the opportunity to rest or sleep on their request. Our service values a consistent sleep and rest time as we have critically reflected on research that shows a nap is beneficial for brain and physical development (Daytime Naps, Productivity, and Brain Functions, Viatcheslav Wlassoff, PhD, 2018). Children are provided with a bed and can choose to sleep and rest. After a period of sleep/rest children can continue resting on their bed (if they choose to) or engage with calm activities of their choice or continue their play outdoors/indoors (depending on the termly routine, the weather or the needs of the group). As the year progresses or the needs of the children change, educators modify the sleep and rest time.

- Our preschool day is divided into large unbroken segments of outdoor and indoor play, transition and group times are also included in the day. The indoor and outdoor programs provide a range of activities and experiences that promote physical activity and quiet/restful play. Throughout the indoor and outdoor learning spaces, quiet areas are provided for the children especially if they are seeking moments of rest or comfort, that include the book, puzzle and technology areas, the cubby house, tents for the individual child or pair, lounges, cushions and solitary/pair activities. If or when a child is seeking sleep, an individual bed is offered, in the quiet area for that child to sleep. The child may also choose to have a rest or sleep on the lounge or cushions.
- Our preschool is purpose built and the children have access to the bathroom and toilet from the indoor and outdoor learning environments. We request that the children inform an educator if/when they require to use the bathroom as this always ensures adequate supervision. In the event of a child needing assistance or having had a toileting accident, educators are mindful of the child's needs and are sensitive in supporting the child in a respectful manner. Parents provide spare clothes in the child's bag however the preschool has clean underwear and clothes when needed.

2.1.2

Effective illness and injury management and hygiene practices are promoted and implemented.

- Updated immunisation records are collected by the administration office prior to starting preschool. This record is stored with the administrative staff and is monitored as updating is required. The administration officer in charge of the preschool has a notification system in place to alert her of the updates required. Once the preschool child's immunisation record requires further updating, the administrative office gives reminder letters to the preschool staff to pass on to the family, until an updated immunisation document is provided to the administration office.
- When notified of an infectious disease the principal/office is promptly informed as is the family (via phone) and an information letter and fact sheet is given to all families as stated in the *Staying Healthy: Preventing infectious diseases in early childhood education and care services, 2013*. If a child's immunisation record is not up to date and an infectious disease outbreak occurs, the staff will follow the course of action as outlined in section (c) *dealing with infectious diseases*, of our local procedures.
- During the COVID-19 pandemic, the leadership and administration team were kept up to date with current guidelines and

recommendations from the NSW Health Authorities and Early Childhood Education Directorate (ECED) regarding maintaining a healthy child safe environment. This information was relayed to the preschool staff through team meetings and informal conversations. The routine of the preschool has been adjusted as needed, taking into consideration the updated guidelines recommended by the DoE, health authorities and the recommendation and needs of the P-6 school. This information is further relayed to the families of our preschool through notes (in English and translated in the three main languages) and sent to families via email and the P-6 school social media platforms

- Additional cleaning procedures have been introduced due to COVID-19. The department has contracted additional cleaning staff to wipe down high touch surfaces on regular intervals throughout the day. Preschool educators reviewed and added to procedures additional COVID-19 practices. Information is regularly passed onto the families providing them with current and up to date information on the COVID pandemic and the DoE guidelines.
- The children are taught and encouraged to practice hygienic coughing and sneezing etiquette, and toileting and hand washing procedures are taught to children through chants and visuals. This is modelled and reinforced by the educators and is also displayed visually in the bathroom. Hands are washed and/or sanitised (provided and supervised by the educator) when entering and leaving the preschool premises, before and after eating (during from child's request), after playing outdoors, after using the toilet and at any other time when the child needs to.
- As advised in *Staying Healthy 5TH Edition and our research (7 Genius Ways Eucalyptus Oil Can Benefit Your Health, According to Experts, Lauren Krouse, 2020)* a cleaning register (indoor and outdoor) is signed daily ensuring these expectations are completed. Another cleaning and disinfecting register is also signed ensuring the resources and the environment are kept clean on a daily, weekly and termly basis. The educators use antiseptic wipes and/or a mix of soapy water, vinegar and eucalyptus oil in spray bottles and chux towels to ensure a clean and hygienic environment is maintained. Our local procedures and a risk minimisation assessment of the preschool environment is also in place.
- All cleaning and sanitising products are labelled and stored in locked rooms that have warning signs of the storage of potentially dangerous products. The educators are aware of our procedures of the storage of potentially poisonous substances and are reminded of this informally.
- As a team, we regularly review the preschool risk minimisation plans considering any possible risks of harm that could present to the children whilst at preschool. Guidelines recommended by agencies such as *Kidsafe* are used to support educators in minimising risk. Educators promote and encourage learning through risky play and position themselves within the physical environments to support the learning and safety of the children. The educators are thoughtful, intentional and use their professional judgement to continually provide a safe environment.
- Family concerns regarding incidents and injury management are addressed promptly. Families discuss with the educator their concerns. These conversations respectfully consider the family perspectives and help to educate the family of our best practice approach. Any

family concerns are communicated to the school Principal if needed. For example, a parent was concerned that her child had come home with marks on her cheek. The educator had meetings with the parent and the translator to discuss her concerns and to form strategies. During a team meeting the preschool educators discussed these concerns and the strategies. The deputy principal and principal were informed of the parents' concerns as this could not be resolved within the preschool. Meetings continued with the family, translator and the school leaders until the parents' concerns were resolved.

- Each classroom, the preschool office and outdoor environment has a first aid kit that is updated and restocked each term. Nominated educators are responsible for the checking and restocking of the first aid kits. When the general use EpiPens and Ventolin are nearing expiry, the responsible educator will inform the administration officer (in charge of the restock) of the restocking of expired medical resources.
- All the four permanent preschool educators hold a Senior First Aid Certificate HLTAID0004, and all the P-6 administrative staff hold a Senior First Aid Certificate. There is always a first aid officer available at any time during the event of an emergency on the premises of the preschool and on the P-6 school grounds. All Department of Education staff have undertaken e-emergency care training. All educators complete mandatory face to face CPR training and anaphylaxis training annually.
- Families of children with allergies and medical conditions are provided with a current coloured copy of Action Plans if needed to take to their doctor. Individual Health Care plans are included in this pack from the administration staff. If a child has a specific medical condition the educator meets with the family to discuss the condition, plan and treatment and then an individual action plan is developed. This is forwarded to the administrative office to be kept with the child's individual/enrolment records. These action plans or medical conditions plans are kept electronically with the P-6 Administration staff and displayed throughout the preschool environment. A P-6 school and preschool specific medical conditions poster is created and displayed throughout the service.
- Medicines are checked for their expiry by the child's educator (a notice of expiry is placed on the individual action plan if expiry occurs before the end of year) and stored in individual containers in the Medication cupboard. Parents are also required to sign medicine procedure forms when medicine is kept on the premises. This is for long term and short-term medicine needs. When medicine is administered the parent or carer is informed of the administration of the medicine via phone call either prior to administering the medicine or afterwards. All preschool staff have completed the *Administration of prescribed medication at school* (e-APMAS) online course. This is also outlined in our local procedures.
- In-case of an accident, illness, injury or trauma all staff confidently follow our procedures for reporting the incident. These procedures are reviewed regularly. Educators can access a blank record from the preschool. An example of this was when a child slipped as she was climbing the fort and bumped her mouth onto the metal rung causing her front tooth to chip. Two educators witnessed this accident and promptly attended to her and provided first aid. The parent was called and the illness, injury, accident and trauma report was promptly completed. The child was comforted and cared for until her parent came to pick her up. On her father's arrival, the accident was explained to him and he was given the illness, injury, accident and trauma report to read and sign. Her father was encouraged to

notify the preschool if he sought any further medical treatment. This accident was spoken about during a team critical reflection afternoon where it was agreed that children will continually be reminded to slowly go up the metal ladder and minimise the number of children going up at a time. This accident was followed up by the educators with the parents upon return asking about the health of the child and if further treatment was sought. This follow up was recorded on the child's illness, injury, accident and trauma report.

- The principal, preschool educators, casual or relief, support and duty staff have a clear understanding that in-case of a serious incident, a notification must be made to Early Learning within 24 hours, who will make the notification to the regulatory authority on behalf of our preschool. This is discussed during team meetings, staff inductions and the annual review of the local procedures. *The Recording Illness, Accidents, Incidents and Serious Incident* procedure is also available in the casual teacher folder.
- The soiled or wet clothes are placed in plastic bags that are labelled and kept in the soiled bin (in the bathroom or storeroom) until the afternoon for the family to take home. A note is also attached to the child's bag, locker or attendance sheet for reminding of the prior toileting accident. Parents are informed through written documentation (a tag indicating the nature of the accident, time and educator's name is taped onto the bag of soiled clothes) and verbally of the nature of the accident.
- There are many planned opportunities for the children to access the toilet during transitions. Children are reminded of the toileting routine through chants and are reminded to use the bathroom as they need throughout the day. However, this level of support does change as the year progresses as the children gain independence with their toileting needs.

2.1.3

Healthy eating and physical activity is promoted and is appropriate for each child.

- The families are encouraged to dress the children appropriately taking into consideration the weather and preschool procedures, especially regarding sun safety. This information is communicated to the families through the end of year Parent Information meeting (in English and interpreted in the primary language groups), the Parent Handbook and through informal conversation as needed. An example of the appropriate clothing that is discussed is safe closed footwear and sun safe clothing. We are a Sun Smart preschool and follow the recommendations by the *Cancer Council*. The educators also model appropriate and safe clothing whilst at preschool. Educators are also responsive to the physical needs of the children, noticing when they are hot and needing to take their jumpers off or refilling their water bottle.
- Signed sunscreen permission forms are required from families allowing sunscreen to be applied. Some parents choose to apply sunscreen at home or do not want sunscreen applied at all (this information is displayed for all educators to be aware of). Children without permission to apply sunscreen are encouraged to play in the shaded outdoor spaces wearing sun safe clothing. This information is in our Sun Safe local procedure and the minimisation plan. Before preparing to enter the outdoor learning space, the children are asked if they have had sunscreen applied. If a child has not had the sunscreen applied, they are given sunscreen to

independently apply before going outdoors. Sunscreen is provided for parents to apply in the morning and is reapplied during the day as required.

- Healthy eating and drinking practices are embedded into our preschool culture. We are a Munch and Move approved preschool and are regularly up-skilled, informed and resourced with quality information (guided by our Munch and Move consultant) that is also included in our program and passed onto families. An example of this was when a child continued to have cordial in his water bottle. The educator discussed this and the parent informed the educator that the child didn't like water and would only drink it with the flavour. The educator asked the parent if she could try and encourage the child to drink water. The parent agreed. The next day the educator encouraged the child to drink water and provided positive reinforcement each time he drank water. A newsletter snippet about the health benefits of water and how to encourage your child to drink water was also included in the next P-6 school newsletter. The newsletter snippet was provided to us by request, from our Munch and Move consultant. The educator followed-up with the family about his progress with drinking water and the family informed the educator that the child was also beginning to drink water at home.
- Parents provide the children's food for the day. Fresh food and cultural foods and water are encouraged at our preschool. Families are informed of our healthy eating and drinking practices through informal conversations, our parent information morning (supported by our CLA) preschool handbook, newsletters, posters and notes. We utilise visuals and translations in home languages to support each family.
- The children experience autonomy and agency as they are encouraged to listen to their body for signs of hunger and thirst. This is supported by providing mealtimes in the Blue and Green group that include progressive morning tea. Children are supported to recognize signs of hunger and to independently eat their morning tea. This is monitored by the child moving their name off a board into a basket to indicate they have had something to eat. Educators then encourage children who are still on the board to remember to eat if they are hungry. The Yellow and Red group come together for a social eating experience however, they also have agency to eat when they recognise that they are hungry. During mealtimes social interactions with peers and educators are encouraged and valued as a learning opportunity for all. Respect is shown when the children express, they have had enough or a dislike of the food and this is followed up in the afternoon with an informal discussion with parents.
- Through conversations, modelling, spontaneous and intentional conversations and teaching, the children learn which foods and drinks are healthy foods or sometimes foods. The children are encouraged to eat their healthy food at preschool and to return the sometimes food home. The children are encouraged to speak with their families about eating healthy food and which foods are sometimes food. Educators, role model healthy eating during eating times and incorporate healthy eating into the program.
- The children are reminded to always be sitting when consuming food or water or standing at the water table when drinking water. The children are regularly reminded to drink water throughout the day and the water bottles are regularly checked by the children or educators if empty. When empty, the water bottles are refilled in the kitchen by an educator.
- Lunchboxes are encouraged to contain an ice brick to keep food items cool. This information is provided in the Parent Handbook,

communicated at the Parent Information morning, displayed posters at the preschool and through informal conversations. Each morning, once the lunchboxes have been placed on the food and drink trolley, they are checked to ensure an ice brick is provided for the food requiring it. If an ice brick has not been provided, the educator will place a spare preschool ice brick in the lunchbox for the day. The ice brick will either be removed at the end of the day or asked to be returned. The family will be advised of the need of the ice brick for particular foods through an informal conversation at the end of the day or through a note.

- Our Munch and Move approved preschool embed physical activities that promote challenges, risk taking fundamental skills and extend the child's thinking and learning. Our stimulating natural environment, intentionally planned learning spaces and spontaneous interactions offers opportunities for the children to engage in physical activity. This supports their capabilities, challenges their skill and ability to problem solve. The educators maintain the safe use of the learning environments, to promote high expectations of the child's ability and to support the mastery of their skills. An example of this was when two children began challenging each other to climb up onto the large sphere ball. An educator was with these children encouraging them to consider options to get to the top. After trial and error and problem solving, they successfully reached the top. These children continued practising this learnt skill which encouraged more children to join in. The following day this equipment was included in the obstacle course. This gave the children the opportunity to engage in risky play, problem solve, and practise the skill of reaching the top of the sphere and ways to get off. This equipment remained a part of the obstacle course for several weeks allowing the children to master the skills that they were building.
- Physical games and activities that include music, movement, dance and drama are embedded in the daily program and the educators encourage each child to participate in this activity. The children's voices are encouraged and promoted to choose the music, movement and dance for the program. Children are encouraged to participate during this time, however, their decision not to participate is respected. Educators recognise the importance of a routine that is flexible and that supports the children to experience large periods of play both indoors and outdoors.

| 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

At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

- In addition to the 1:10 ratio, an extra SLSO (Monday to Thursday), our community language teachers and interventionist support teachers are also rostered into the preschool throughout the week that supports the increase of adult supervision during that time. This increased support occurs in consultation with the principal, deputy principal and assistant principal in charge of the P-6 staff rosters.
- Supervision by sight and or hearing of the children is consistently maintained throughout the day, that includes the arrival and departure routine, the toileting routine, sleep or rest, mealtimes and through transition times. When children are asleep, they are either placed in the quiet area close to the floor length window and regularly checked on or supervised by an educator that is close to sight and hearing of the sleeping child or children. The supervising educator is informed of the sleeping child/ren and is aware to check and listen out for the sleeping child/ren. Aligned with our local procedures, close supervision is always maintained around activities involving water, risky play or leaving the preschool premises. Adjustments are also made when reflecting on the skills and dynamics of the children or groups and the need for closer supervision. Educators position themselves near these experiences, and verbally exchange this information to the relieving duty staff to always maintain the safety of the children. Mealtimes at our preschool occur progressively and with the entire group. During these times educators are seated with the children or in proximity of sight and hearing. This supports the children's developing autonomy and self-help skills and encourages spontaneous conversations. The educator is also able to support the safety, health and wellbeing of the children during this routine time.
- Additional Student Learning Support Officers (SLSO) can be assigned to individual children needing additional support when in preschool. This is determined as a needs-based requirement and in consultation with the preschool, LAS team, Principal and P-2 executive. An example of this was when a child with Autism attended our preschool that engaged in dangerous and extreme risk play in the outdoor learning environment. The preschool educator, the child's father, the LaS Assistant Principal, LaS Deputy Principal and school counsellor worked together to write a funding request from the DoE. This funding was granted and an extra SLSO was funded during the outdoor learning time to provide the 1:1 supervision of that child.
- Our preschool is purpose built that supports the easy movement from one space to another allowing for easy supervision. In the learning spaces, the educator's position themselves and move around to have a clear vision of the immediate area and the entire room or yard. The educators are engaged in meaningful teaching moments and discussions however are mindful of the supervision requirements and are available to the children's immediate needs, challenges and wants. An open door at each classroom allows entry to the bathroom from the outdoor space. The children are always encouraged to let an educator know that they are entering

the indoor space to use the bathroom. With this knowledge and routinely, the educators check the bathroom areas for any child in need of support or encouragement to leave. If a child wishes to go to their bag an educator stands at the door to watch and listen for the child.

- Our preschool works with the Schools as Community Centre (SACC) providing the outdoor learning space for the parents and children of the supported playgroups. The playgroup session arrives at our preschool with the playgroup coordinator, educators, parents and children whilst our preschool children are in the outdoor learning space. We communicate with the playgroup educators and coordinator to remind the playgroup parents of our hat procedures and to closely supervise their own children when in play. This is another time when we, the preschool educators, are also closely supervising our preschool children. Ongoing communication occurs with the playgroup educators and coordinator to establish and maintain a safe departure of the playgroup parents, their children and the safety of the preschool children.
- We are a Sun Smart preschool (sun safety is practised according to the Cancer Councils sun safety guidelines/recommendations and our own preschool local procedures), hats are strongly encouraged to be worn (by educators and children) and is promoted through posters around the preschool, informal conversations, in the Parent Handbook and at the Parent Information morning. If a child has forgotten to bring a hat for the day, they are encouraged and reminded to play within the shaded areas. We are fortunate to have two very large shade cloths over our outdoor space and the outdoor area is also lined with large trees providing added shade. Discussions occur with the children to remind their family to provide a hat. Informal conversations also occur with the families, written notes are given, newsletter items on sun safety are provided to remind families to provide a hat and the importance of sun safety. All educators (preschool staff, casual staff, relieving and support staff) are aware of our practices (through displayed information posters and reminders on Sentral) and are encouraged to bring their own hat to wear.
- Planned and spontaneous discussions and reminders occur for the correct use of equipment and the environment at our preschool. Class expectations are developed with the children by encouraging the children to consider what practices are needed to stay safe at preschool. These are brainstormed and added onto as needed. When unsafe use of the equipment or the environment occurs, the child or children involved are guided through a discussion of safe practices and the physical and emotional effects of those actions.
- Our preschool children remain within our preschool perimeter unless they are taken outside by an educator or the nominated supervisor. Times that the children may leave the preschool grounds include collecting equipment that went over the fence, practising our emergency evacuation drills, incursions, planned P-6 library story time, planned assemblies or planned P-6 events. Families are informed of the year incursions with a note provided in the Parent Information pack (prior to starting preschool). This information includes the name of the incursion and the dates they will be occurring. Parents are also informed of the planned visits to the P-6 school on the parent notice board in the entry foyer or verbally (through their child or information relayed at entry). Families sign an incursion/excursion and visit permission note allowing their child to participate in these learning opportunities.

- At the departure time, only the parents or authorised nominees can take a child from our preschool premises. If an unknown person comes to collect the child, the educator will refer to the list of authorised nominees, call the parents for verbal consent, call the emergency contacts to contact the parents or take the child to the P-6 school administration office where the parents will try to be contacted. The child will remain in the P-6 administration office, supervised by the teacher on duty until the parent or authorised person comes to collect the child.
- The preschool educators are informed by the administration staff (by phone call) when other adults are arriving at the preschool. The preschool educators are then expecting this arrival. Visitors are also asked to sign the visitor's book to maintain a record of who enters and leaves the preschool premises on any given day.
- The children's attendance is completed on a sign in sheet at arrival and departure. This is signed by the person dropping off and collecting the child. Attendance is also logged into the P-6 school attendance system (Sentral) for the digital verification. If the person does not sign the attendance/departure an educator of the class will sign for the person. A reminder notice is written and highlighted on the attendance sheet for reference.

2.2.2

Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

- The outdoor learning environment consists of areas with soft fall surfaces, and crash mats are also included to ensure the safety of the children in play. The educators also use the advice of *Kidsafe NSW* to ensure the creation of the outdoor learning environment meets the safety recommendations of the organisation. This information is shared and discussed in team meetings, team critical reflections and displayed as posters in the outdoor learning environment as a point of reference. The indoor and outdoor learning areas are arranged to support the children's need for private and quiet spaces allowing the educators to adequately supervise all spaces. Through critical reflection (individually, within the team or a colleague) the learning environments change and adjust to support the improvements of supervision and the changing needs of the children.
- The preschool educators exchange information with colleagues that include duty, relieving or casual staff about a child's needs, the program and the environment through the Casual Teacher folder, verbally or through written notes. This supports the staff to be responsive to the safety and needs of the child and children.
- We implement, well-organised and well-planned and managed incursions and risk minimisation plans are carried out. These risk minimisation plans are available on the Canley Vale Public School Google Team Drive, hard copies are available in the preschool office and are available for the review by the principal and senior executive team.
- Our emergency procedures are displayed at all emergency exits within the preschool. This information is communicated to all educators working within the preschool. We communicate this to new educators, volunteers and students through our induction

procedures. The procedures and plans are also located in our casual folders.

- During incursions, educators keep mobile phones on their person. In the first aid bags, educators keep copies of emergency numbers as well as the children's emergency contacts.
- Our emergency plans outline the location of the fire blankets, fire extinguishers and first aid kits.
- The preschool conducts an evacuation and lockdown drill with each of the four groups, every three months accordingly. The children are involved in discussions after the drills to recall the procedures and any other spontaneous discussion that follow.
- At the end of the evacuation drill the preschool staff reflect and discuss what went well and where improvements or adjustments need to be made. These reflections are documented on the evacuation register. If further discussion or review needs to occur, a scheduled time in the Team Meetings is planned to allow for this discussion. We work with our principal, local school community (Work Health and Safety committee and ICT staff) to enable us to make the safety improvements that the preschool team reflects upon.
- Each emergency evacuation procedure performed is registered on the preschool Emergency Evacuation register and electronically by the principal. The Preschool Assistant Principal notifies the principal of the emergency procedures that occurred and is also provided with an evaluation of the procedure. The principal then documents this on (In Case of Emergency) ICE through the DoE portal.
- Families also have access to these visual emergency exit plans and the local procedures that are available on the parent shelf and on our school website.
- Each preschool educator has a clear understanding of their role and responsibility during an emergency evacuation. These procedures are clearly defined in our local procedures, discussed at team meetings, during the review of the local procedures and after an emergency evacuation drill. Each educator is aware of who is to bring a mobile phone, the first aid bag (that includes a general Ventolin, junior Epi pen, current records of the children's emergency contacts), the medicines of the children of the day and the safe travel of the children to the assembly points. Risk minimization plans are updated annually or as needed to identify risks and manage them in the event of an emergency. These risks include managing a medical emergency during an evacuation.

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.

- Mandatory child protection online training is completed with the P-6 school annually by all staff and is a mandatory requirement by the DoE. All staff are aware of their role as mandatory reporters and that they must report any reasonable suspicion that a child has been abused or is at risk of being abused. This is revisited by the preschool educators during team meetings and when reviewing our local procedures. A visual representation of the Protecting and Supporting Children and Young People flow chart for mandatory

reporting is also available within each classroom and in the casual teacher folder to support the educators with child protection concerns.

- If we have welfare concerns for any child, we discuss this with our supervisor. The supervisor will also discuss these concerns with the school principal. The educators are also able to run the decision tree through the NSW Mandatory Reporter Guide to inform our actions and use the ChildStory Website to lodge a report.
- While our DoE policy states that our principal will make notifications to the Child Wellbeing Unit (CWU) and/or the Department of Communities and Justice, all educators understand that they are mandatory reporters and can do the reporting if it is not acted upon by the principal.
- Being a P-6 school, we have a strong partnership with our Learning and Support team, the school counsellors and outside agencies that include psychologists and Uniting Care. Together with the family, the child and these services we work collaboratively to support the child with specific and individual protection needs.
- Educators are available at any time to discuss/listen to parent concerns/issues about their child's wellbeing. The principal is notified when there is concern of a family/child at risk. Our community liaison officers have close relationships with families within our school and support them when in need. The principal may choose to refer the family to the community liaison (CL) officer of the similar culture. At this time the CL officer will contact the family to provide support if needed and appropriate. The CL officers may also help to refer the family onto suitable organisations.

Goals must identify what will be achieved in terms of improved outcomes for children, families or the community. These may span across a whole year and may also be carried on if necessary, however schools should always anticipate an end date. They must be measureable, observable and/or describable in order to facilitate you to milestone progress.

Step 3: Improvement Plan

| Standard /Element | Purpose- What is the reason for focusing on this goal? |
|-------------------|--|
| 2.2.3 | An educator attended a Network presentation that discussed child protection. The educator shared with the preschool team what was presented. Upon reflection the team noted that we have child protection knowledge, |

| | | | |
|--|---|--|--|
| | however we identified that there was a gap between our knowledge of child protection and the need to teach this with the children and families. | | |
| Goal or outcome What will we do differently? What will our work achieve? What does this look like for children, families or community? | 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? |

Intentionally plan and
program Child Protection.

By teaching the children
how to identify unsafe
feelings and how to
express them, they will
have the confidence and
knowledge to inform adults
they feel safe with.

The families will have the
knowledge of this Child
Protection program that is
taught to the children.

Quality Area 3: Physical Environment

This quality area of the *National Quality Standard* focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 2/3/2022

| Ref. to Law (S) /Regulation (R) | Does your service meet these requirements? | Confirmed |
|--|--|-----------|
| R.104-115 | Have you ensured the services premises meet all regulatory requirements? For example: <ul style="list-style-type: none">• There is the required amount of unencumbered space for the number of children in attendance at the service• Arrangements for dealing with soiled clothes, linen and nappies | ✓ |
| | <ul style="list-style-type: none">• Do your premises have fencing that prevents children going over, under or through it? | ✓ |
| | <ul style="list-style-type: none">• Are there appropriate toilet, hand washing and nappy change facilities? | ✓ |
| | <ul style="list-style-type: none">• Is there space for administrative functions and consultation with families? | ✓ |
| | <ul style="list-style-type: none">• Is there adequate light, ventilation and shade? | ✓ |
| | <ul style="list-style-type: none">• Are all areas of the premises easily supervised? | ✓ |
| R.103 | Have you ensured that the service premises and all equipment and furniture are safe, clean and in good repair? | ✓ |
| R.113 | Have you ensured that children are able to explore and experience the natural environment? For example, are there trees, plants and sand? | ✓ |
| If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance. | | |



Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

| Standard 3.1 The design of the facilities is appropriate for the operation of a service. | | |
|--|---------------|---|
| Fit 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

Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.

- Our preschool is purpose built so the fittings, fixtures and furniture are child size, accessible and welcoming. Our physical environment is easily accessible as there are no steps or stairs. Slight ramps have been placed at doorways to support the easy access of families and children in and out of the building. The educational leader (principal) identified that the step up into the rooms could pose some difficulty for anyone entering the preschool indoor environment. This was logged in with the ASSEST (DoE maintenance providers) and ramps were installed at all the entry/exit points of the preschool building.
- Our environment includes a mixed range of shape and size tables that support the flexible and intentionally planned program. The positioning of the tables and the number of chairs at the tables are redesigned as the needs of the children and the program change. The learning environment also offers comfortable lounge, cushion and floor seating supporting the varying learning, social and comfort needs of the children. This consistent reflection and planning, supports the minimization of injury, promotes the learning, needs and the development of independence, confidence and self-esteem of the children.
- Our preschool is positioned at the back of the P-6 school and can be accessed through the back of the P-6 school (mornings and afternoon), although is mostly accessed via the administration office. As families head toward the preschool, they are welcomed with a sign and mural indicating the preschool. Members of the local community are made aware of the preschool as information is displayed on the digital information board at the front of the P-6 school and viewed on the map when entering the P-6 school.
- Our preschool includes locked storage rooms (for resources), adult toilet, a locked kitchen, staffroom for the educators to have staff breaks (and storage for resources) and an office space that allows for administrative functions, private conversations or consultations with families and other professionals and a space for other services to conduct their service (speech therapists to work with the children and the family).

- Our preschool building is designed with large glass sliding and regular size doors and windows that provide a naturally bright, naturally ventilated environment and that allows for easy supervision. Each classroom has a mix of ceiling fans and air conditioning that supports the comfort, health and safety of all stakeholders.
- Each classroom also has a mix of carpet and vinyl space. These areas support the positioning of activities, materials, learning and quiet spaces. An example includes the messy play is placed on the vinyl areas and group times, floor play, quiet play, rest or sleep are on the carpeted space.
- Each classroom has their own bathroom facility that enables the children easy access to the toilet. One of the children's bathrooms also has a shower facility if needed. Both bathroom designs allow for privacy from the indoor and outdoor learning environments while allowing for the supervision of this space. The bathrooms also allow for independent and easy access from the outdoor learning environment. A door leading into each bathroom is open when outdoors. The children are encouraged to inform an educator that they will be using the bathroom facility. Educators regularly check the bathrooms for children that may need support. In case of a toileting accident the educators follow our preschool procedures of the safe changing, disposing of the safe changing equipment (gloves) and the appropriate storage of the soiled clothing for when the parents arrive. These storage containers are in the children's bathroom and/or storeroom.
- Both classrooms have easy access to the outdoor learning environments and integrate these spaces in the daily routine that include mealtimes and the program. One classroom has a small courtyard space attached to the room and activities are also available in this space providing access to learning in both the indoor and outdoor environment.
- Our outdoor learning environment consists of two large shade cloths covering the main play areas. The shade cloths meet the recommendations of the regulatory authorities (installed by ASSET maintenance services of the DoE). The perimeter of the outdoor space is also surrounded by large trees offering added shade throughout the day.
- Our learning environments consider and include the cultures of our local community and the educators. This is evident in the displays around the room that include numbers, key words and songs in Vietnamese, Chinese, Khmer and Arabic. These were provided by the Community Language teachers and parent/SLSO of the school community. Also, throughout the preschool environment there are artefacts and decorations that have been donated by the preschool educators from their own culture, travels and gifts from past families.
- The children's developing interests and abilities are also considered and included when planning and organising the learning environments and the routine. Several examples include when there were two children that required additional support when the SMART board was used. One child that at times tried to abscond from her classroom particularly during group time, was provided with a large armchair to sit on. This helped her to know and feel that this was her own personal space when she felt the need to. Another example was when a child with Autism felt anxious when the SMART board was in use. She was given a shape to sit on and she would place the shape on the other side of a shelf giving her the opportunity to hear what was on the board and stand to look over when she felt comfortable enough to. These thoughtful adjustments to the learning environment supported both children to be included in the learning with the individual support that each child required.
- The school community and the current families are given the opportunity to express their opinion of the successes and areas of improvement of the preschool. The local school community are encouraged to complete a google survey or provide staff (K-6) suggestions from meetings, and the families paper survey and informal discussions, are a means for requesting feedback. Any

suggestions within all quality areas including the physical environment are considered, along with the principals' approval, further action may be taken. This action may form an improvement in the QIP to support the ongoing improvement of the physical environment. An example was when we attended the P-6 school's Systems professional learning. Due to duty restrictions, parents were no longer encouraged to sit in COLO, (the undercover area next to the preschool). The preschool educator reflected this new information and decided that we needed to provide a covered space for our families to wait. This was included in the 2020 QA3 improvement plan of the QIP. After discussions with the principal, she decided that the COLO area would offer more space and it could continue to be used as a shelter for the preschool children and their families.

- During our team critical reflections, team meetings and informal discussions, issues, concerns and considerations are discussed regarding the physical environment. Many discussions with the team have occurred about the outdoor obstacle course, to encourage an awareness of the value of this learning experience. These discussions have included the necessity for providing an obstacle course for the learning and development of each child. The obstacle course design adjusts as the strengths, needs and abilities of the children develop. An example of this was the inclusion of the large sphere into the obstacle course. This piece of equipment started from a challenge between two children and developed into learning for all the children (risk taking, problem solving, working together and the repetitive action leading to success). Discussions, reflection and research also went into the safest positioning of the obstacle course. This resulted in researching the *Kidsafe* recommendations, and the obstacle course moved from any obstructions.

3.1.2

Premises, furniture and equipment are safe, clean and well maintained.

- A daily safety and cleaning checklist for the indoor and outdoor spaces is also completed before the children arrive each morning. It is the responsibility of the permanent SLSO educator of each class to complete the daily safety and cleaning check and sign the register once completed. If any safety concerns arise, it is informally discussed with the educators and rectified as soon as possible. Any other safety or cleaning concerns are noted on the daily register and written in the GA or cleaner's book to be attended to as soon as possible or removed and placed in storage. The GA recommends whether the issue is repairable or to be disposed of and reports this to the principal and the educators. Any rectification is attended to immediately or as soon as trades people are available. Educators are constantly mindful of the safety monitor of the available toys and resources to ensure they are still functioning and in working order. Any object identified as not working or broken is discarded immediately if it is not able to be repaired. The children are encouraged to care for and be responsible for their environment. If a child finds an insect or broken/damaged toy they often inform the educator. Together the educator and the child work out the best solution to solve the issue. This may include the educator moving the insect into the garden or the child throwing the broken toy in the bin.
- We provide a safe physical environment. Much of the indoor furniture has been updated or includes rubber edging to ensure the safety of the children. The tables prior to what we have now were identified by the educators as not being safe due to the pointed corners. In discussion with the executive staff and the principal, funding was allocated to update the indoor tables ensuring they were rounded and safe for the children.
- The grounds of our outdoor learning environment consist of a range of materials that include hard surfaces, artificial grass and soft fall. When setting up the outdoor learning environment the educators are aware of and recognize the recommendations for safe

physical environments by *Kidsafe*. These include the addition of crash mats when climbing or walking equipment exceeds recommended heights, leaving adequate space between equipment and hard obstructions such as posts. This is reviewed and reflected upon through informal conversations, team meetings when annually reviewing procedures or as needed. The children are also re-directed to the open, grassy area when they want to engage in highly active or physical play.

- In 2019 a dry rock creek bed and water pump were included in our outdoor learning area. The outdoor risk minimisation was updated to include any risks and measures of elimination to reflect this. All educators were made aware of these additions to the plan. A copy of the preschool general risk minimisation plan is available in the casual teacher folder and on the P-6 school Team drive.
- Educators modified appropriate local procedures relating to health and hygiene using information from *COVID Safe Guidelines from NSW Health*, recommendations from the DoE and ACECQA. The families were notified of the necessary COVID adjustments made to our procedures via email, through the P-6 School Bag app, P-6 social media platforms including Seesaw and the school newsletter. All local procedures are available to all members of our community via the P-6 school Team drive and on the school website.
- Our preschool is cleaned daily by preschool educators, the children and again by the P-6 school cleaners. The educators and the children encourage the sense of belonging to our environment by taking care of our preschool. This cleaning includes packing away play equipment, sweeping the floor after play, throwing recycled materials in the recycling bin or regular bin and wiping down the tabletops. The cleaning by the P-6 school cleaners include the collection of dangerous sticks and branches and the blowing and collecting of leaves and dirt and emptying of bins in the outdoor environment. In the indoor environment the floors are vacuumed, bins emptied, dusting tabletop wiping and the cleaning of the toilets. Due to the COVID guidelines, the DoE has scheduled increased cleaning of the outdoor equipment high touch areas and bathrooms to twice daily.
- In response to the COVID pandemic additional cleaning by the educators and hygiene practices have also been adjusted to meet the changing needs. Examples of this include the individually bagged portions of playdough for each child rather than one whole class playdough, the additional wiping down of chairs, tables, toys and resources (with disinfectant wipes and eucalyptus, water and soap mixture) either daily or at the end of the groups' week and the removal of dress up clothes.
- Our arrival and departure procedures were modified due to COVID-19 as families were greeted at the preschool door and signed in/out by an educator whilst the other educator remained indoors supervising and supporting the children. Unless necessary, parents were asked to deliver and collect their child at the door of the premises. The food and drink trollies were also placed at the outdoor front entrance of the preschool. Barriers and signs were erected and printed on the ground guiding families to each side of the preschool entrance and to keep a safe distance between each other when waiting. Educators created social distancing markers on the ground at the preschool entrance.
- As per advice provided in *Staying Healthy 5th Edition* cleaning and disinfecting registers are completed on a daily, weekly, monthly and termly basis. However, many opportunities for cleaning occur throughout the day that include cleaning the tables/floor after play, after eating, the gardens or when accidents occur. There are posters on display at the eating areas indicating to duty staff that eating areas are to be cleaned once the children have finished.
- If a child has soiled themselves, the educator follows our local procedures for toileting, changing, bagging and the storage of the soiled clothes. A notice is placed on the bag of the soiled clothes informing the family of the type of toileting accident, time and the educator who changed the child for the family's information. A notice is also written on the sign in register reminding the educator to

- give the bagged soiled clothes to the parent to take home and wash.
- The outdoor sheds and indoor storage rooms are regularly checked by the SLSOs and re-organised as needed.

| 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

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.

- Our learning environments are thoughtfully considered and intentional. We ensure that we provide spaces that promote quiet or physical play and we consider and adjust the placement of activities (quiet activities not placed next to vigorous play experiences). An example of this is when the quiet activities are placed under the verandah, where the more vigorous play is encouraged on the grassed space. This changes as the needs and requests of the children change. In the beginning of the year the children are encouraged to ride the bikes on the bike track however as the year progressed, they were riding the bikes off the bike track and further down the grass area. Through informal conversations the educators decided to extend the bike riding space off the bike track and of the perimeter of the outdoor space. Arrows were placed onto the ground to guide the children's new riding area. The quiet activities were also relocated away from bike riding. This occurred near the end of the year.
- Involving children in the arrangement of spaces increases the aesthetic appeal of our learning environments. An example of this was the display of the children's family photos. This display included each child's drawing of their family and their family photo brought in by the parent. The children were involved in preparing their individual display by positioning their drawing and photo onto the sheet

that was laminated. Each child also helped in preparing the hanging of their display by choosing the coloured hooks and the measuring of where the hooks will be placed.

- Our preschool philosophy embeds our belief of creating a learning environment that is inclusive and that supports the diverse interests, abilities and learning styles of each child. The indoor and outdoor learning environments support easy movement between the learning spaces. The learning environments are vibrant and flexible and embed our philosophy of open-ended, play-based learning and the choice of free play for each child. We are well informed through readings, subscriptions (*CELA: Community Early Learning Australia*, *ECA blog: The Spoke*, Early Childhood Australia web watch) discussions and critical reflection of the importance of open-ended, free independent play and our physical environment and the experiences provided reflects this. This is evident in the physical environment that includes fixed and moveable equipment that includes the large sandpit, a river sand pit, open shelving, the outdoor fixed equipment, tree stumps, large and medium rocks and large moveable shapes. We believe that by providing these learning environments all the children with varying interests or abilities can engage in play as they choose.
- The educators are also responsive to the children's interests, strengths, abilities and experiences that support the child's participation in the learning environments. The planning of the learning environments is well informed using information based on professional learning, intentional teaching, observation, further development of group and individual goals, spontaneous play, critical reflection and active conversations with the child and family. An example of this was after attending a workshop on 'Autism'. A tent was included in the indoor environment providing a space for quiet and alone time when needed. This space was available for the child with Autism and all the children of the class. At times the child with Autism or any other child may choose to take a quiet activity (puzzle, book) to engage in solitary or pair play. As activities and experiences evolve or change, some activities remain and are available in the environment on the open shelves as the children's interest continues and extends. The children are given space and are supported to continue and extend on their interest and learning even as the learning environment develops and changes.

3.2.2

Resources, materials and equipment allow for multiple uses, are sufficient in number, enable every child to engage in play-based learning.

- We are a well-resourced preschool and have an excellent variety of developmentally and physically appropriate equipment and resources that promote independence and autonomy. The shelves within the classrooms are well stocked with a range of resources and materials and are accessible to the children to use in their play, also supporting their growing independence and autonomy. An example of this is the availability of paper on the shelves and in trays. The children are taught and encouraged to independently access the paper as they choose. When the paper is used for painting the teacher models and encourages the child to independently clip and unclip the paper on the board and place it on the drying rack. This encourages the child to develop a sense of confidence and independence when engaging in their environment.

- Our learning environments support and encourage play that is child initiated or child led. The indoor and outdoor spaces are designed to invite open-ended interactions, spontaneity, risk-taking, exploration, discovery and connection to nature. Our natural and man-made learning environments encourage the children to explore, solve problems, create and construct. An example of this is when the children begin exploring and using the sticks found in the gardens during their play. The sticks have been used by the children in various ways that support their play that include being used as digging tools, fishing rods or collected to create campfires. The children further extend this play by using the sticks to cook marshmallows (that are the leaves found on the ground or pompoms).
- By providing a program and environment that evolves and grows, it gives the children the opportunity to further develop their growing strengths, interests and abilities. We embed a practice of providing space and many and varied open ended materials that are used in multiple ways to challenge new possibilities in learning. These experiences are used by the children to explore new possibilities in their play, extend their involvement with the other play activities provided or support them in their social development. The children often use the loose parts to create opportunities of imaginative and creative learning that includes using the bottle tops, acorns and driftwood with the building of the blocks or making ice cream with the cardboard cones, bottle tops and driftwood. This area of play also supports the development of the children's numeracy, literacy and STEM and is evident when the children begin to sort, categorise, compare or create patterns with the objects, engage in many conversations with their peers and educators about their creations or constructs that remain steady and upright. We, the educators, are aware that the availability of these resources supports the meaningful engagement with the environment, peers and educators and the child's ongoing learning and responsibility for their own learning.
- We use technology and a range of recycled and purchased materials and equipment for the children to use in play and engage with. The support of technology is also used to further the interests, participation and learning of the children. An example of this was with a small group of children interested in volcanoes. These children participated in many discussions, stories and used technology (YouTube clip of exploding volcanoes) to further develop and enhance their knowledge of volcanoes. The children continued to express the depth of their learning through their drawings.
- Our resources and materials also give the educators the ability to provide experiences that support and reflect the ranging ages, interests and capabilities of the children. As our preschool is also located on the grounds of the primary school, we are often given the opportunity to use school resources and materials. Our learning environments are carefully planned and include a wide range of experiences, materials, resources and provocations that provide the children with opportunities to choose and participate in. We believe that by providing a well-planned, resourced and stimulating learning environment, the children are engaged in their play and learning and therefore increasing their engagement in learning.
- All the educators critically reflect on the learning environments and discuss any areas of concern, needing adjustment or what is working well. The program encourages reflections and further discussions on the learning environments. Further opportunities to

discuss any future planning or decisions are then implemented as needed and are documented as a follow up. For example, our team observed that there would be a period of consecutive rainy days. Upon critical reflection with our Munch and Move consultant, we were provided with a bank of experiences to support active play indoors. We modified these ideas and incorporated them into our program on rainy days.

3.2.3

The service cares for the environment and supports children to become environmentally responsible.

- At Canley Vale Public School Preschool, we strongly believe it is our responsibility as humans to educate, care for and respect the natural world around us. Our local procedure on Sustainability and Environmental Education, the programs, teaching and learning embed practices to help our children develop an understanding and respect for our environment. This is evident in our practices that promote environmental responsibility.
- We further develop the children's awareness of the impact on human activity on the natural environment. Our program fosters the development of knowledge and understanding about the environment, and the impact of human activity on environments. For example, the children were involved in learning about polluting our oceans and the effects of plastics to marine life. This gave the children a deeper knowledge and understanding of the importance of reducing and minimising the use of plastics and alternatives to plastics. This evolved in the learning of the extinction of animals due to not caring for our world. Our program develops the children's understanding of biodiversity by exploring how insects and animals could be affected in their habitat by human activity. An example of this is when there were discussions with the children about the effects of cutting trees and how that then affects the animals that rely on those trees to live.
- We embed sustainable practices into our service to promote sustainability by;
 - Recycling waste paper and cardboard. The preschool is part of the P-6 school recycling program. Paper and cardboard are placed into recycling baskets and regularly emptied into the recycling bin. Year six students (from the K-6 school) come every Friday to empty the large bin into the recycling container before it is returned to the preschool.
 - Provide recycled paper and cardboard products for construction, collage and fine motor development.
 - Using red and green bins for food waste. The children are taught that the red bin is for plastic waste only and green is for compost matter. The children independently use these bins and assist their peers when they are unsure of which bin to use.
 - At the end of the day a small group of children volunteer to go with an educator to empty the compost waste in the large compost bin (at the back end of the preschool).
 - Have a compost bin. The children are shown what the compost matter looks like once it is broken down and the children are involved in placing the compost matter in our gardens.
 - Use materials gathered in the playground such as leaves and sticks for games, imaginative social play and craft.
 - Air conditioners turn off at the end of the day as well as all electrical appliances.

- Limit lighting on when not inside a room. The children were sharing this learning with their family by reminding them to switch the TV or lights off when they were not in use.
- Teaching the children to use one paper towel when drying their hands.
- The children are taught to respect their environment by using natural items that they find on the ground rather than pulling them off the trees or plants.
- The children are encouraged to care for and help clean up after play and during/after eating (placing rubbish in the bins). This supports the children's appreciation and care for our preschool environment.
- Our preschool program promotes and uses natural resources and the natural environment to support the teaching and learning of the program. Resources include natural loose parts, recycling and repurposing materials, the use of the environment in physical play (tree stumps as a walking course, rocks in the outdoor environment), planting and the care and respect of the plants and composting our food waste. By reusing, recycling and repurposing objects and using them in their everyday play the children are developing an understanding of the many ways we help take care of our world. The types of recycled resources the children use in their play include recycled plastic bottles as funnels and water/sand play tools, musical instruments and watering cans or egg cartons and bottle top lids for mathematical experiences or yogurt tubs as buckets.

Step 3: Improvement Plan

Goals must identify what will be achieved in terms of improved outcomes for children, families or the community. These may span across a whole year and may also be carried on if necessary, however schools should always anticipate an end date. They must be measureable, observable and/or describable in order to facilitate you to milestone progress.

| Standard /Element | Purpose- What is the reason for focusing on this goal? |
|-------------------|---|
| 3.2.3 | Discussions and learning projects have occurred with the children on the effects of plastics on the environment and particularly sea life. Informal discussions between the educators about this topic has also allowed us to recognise and reflect on the amount of plastics used (craft) at our service. We decided the need to reduce the use of plastics in our preschool to support the teachings to the children and align with our philosophy. |

| Goal or outcome What will we do differently? What will our work achieve? What does this look like for children, families or community? | 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? |
|--|--|--|--|
|--|--|--|--|

| | | | |
|--|--|--|--|
| <p><i>Continuing from 2021</i></p> <p>Our craft will hold less plastics and be replaced by sustainable options for children to use.</p> <p>The reduction of plastics in our preschool environment.</p> <p>We will use recycled and reused plastic products in the environment.</p> <p>We are extending the teaching and learning by applying this sustainable practice of plastic reduction and reuse and replacing it with environmentally friendly options.</p> | | | |
|--|--|--|--|

| Standard /Element | Purpose- What is the reason for focusing on this goal? | | |
|---|---|--|--|
| 3.2.1 | An educator visited a service that was purposefully built with the same floor plan as our service. Our service uses the same middle room as a storage and staffroom. After seeing how this service used this as a learning space, the educator was inspired to transform that middle room into a flexible learning space. | | |
| Goal or outcome What will we do differently? What will our work achieve? What does this look like for children, families or community? | 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? |
| <p>Transform and use the middle room as a flexible learning space.</p> <p>This will allow the children to have an added learning area. The children will have access to an indoor learning space during outdoors and indoor play.</p> | | | |

Quality Area 4: Staffing Arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 2/3/2022

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

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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

4.1.1

The organisation of educators across the service supports children's learning and development.

- Permanent preschool educators have either been appointed by the Department of Education or through merit selection. The preschool teachers have an Early Childhood Degree and the SLSOs have a Certificate III in Early Childhood Education and Care and Children's Service. The nominated supervisor (Principal) has delegated preschool responsibilities to the Preschool Assistant Principal (AP) who is also one of the preschool teachers. This ensures that the preschool operates through a lens of leadership while maintaining and growing effective practices. The Principal and Preschool AP regularly communicate to ensure the principal is kept up to date with matters across the preschool. When a teacher is absent, the school utilises regular, consistent casuals to maintain consistency across the service.
- On arrival casual teachers or new relieving staff, students and volunteers meet with existing permanent educators for an induction to share information to assist in the transition into our preschool and to become familiar with our daily operation. Information is exchanged and discussed about procedures, policies, our service philosophy, documentation, programming, communication with families, information on the children (medical, additional needs and special requirements) and the routine. Staff are provided with the Casual teacher folder to also look through and sign. This exchange of information supports the successful transition of new members into the preschool. The new members are supported throughout the day by the existing permanent staff. This meaningful engagement allows the new member to have a sense of familiarity, knowledge and a developed understanding of how our setting operates.
- The educators ensure that the learning environments (indoor and outdoor) are organised and inviting prior to the children attending for

the day. This ensures all educators are present with the children on their arrival. This is especially important if a child requires support when separating from their family.

- The Deputy Principals of our P-6 school responsible for the organisation of the casual, duty and relief staff. They have a clear understanding of the value and importance of consistency of the regular and familiar change-over staff within the preschool. These senior executive staff aim to support the preschool children by providing regular as consistent staff where possible. Examples of this include the Early Childhood teacher relieving the Preschool AP once a week is also rostered in the preschool as the RFF teacher for the classes, as support staff and used as the casual teacher when needed. Other familiar day to day casuals are also used where possible.
- The duty teachers are also carefully organised and remain on the preschool duty for the year where possible. These duty teachers are also teachers that the children will interact with when they enter kindergarten the following year. We believe this strongly supports the preschool child with a smoother transition to kindergarten.
- When there is a changeover of staff (duty and relief staff) the supervision of the learning environment and the routine is informally discussed to ensure continuity. Team and Critical Reflection meetings have included discussions on specific supervision needs and requirements during the outdoor learning time. Discussions have included the closer supervision of areas with water (in line with our local procedures), risky play and feedback of concerns from families that include the fixed equipment. This has provided us opportunities to re-evaluate our current practice and make improvements as needed. We, the preschool educators ensure the changeover of information with the duty and casual teachers occurs regarding the specific supervision requirements. This practice is intentional, responsive and embeds on-going improvement.
- At the beginning of each year, our preschool organises additional educators to assist the transition of new children into the preschool. These educators are Community Language Teachers from the whole who speak community languages spoken in our community. They provide support for EAL/D children and families and assist in supporting the children to feel secure in their new environment.

4.1.2

Every effort is made for children to experience continuity of educators at the service.

- Each of the permanent staff members has been a part of our preschool ranging from 3-18 years and we recognise that each member of this team has their own personal and professional experiences and knowledge. We use our strengths, knowledge and experiences to make our preschool a warm and caring learning environment. Our strong connection and respect for each other is noticed and commented on by visitors and other professionals that visit our preschool. They comment on the warm and welcoming environment and feel of our service.
- Our preschool is a wonderful service where the staff enjoy their work and are happy to come each day. The relationships are strong, friendly and warm between the staff, families and the children. We feel satisfaction in our work as we watch the children grow and develop over the year. We feel a sense of sadness when it is time to watch them move onto the next stage of the children and the family's lives. Having staff that have been a part of the preschool community for such a long time we have seen families bring

generations of children to our preschool. Parent's request for educators to care for children of the same language background or familiar educators is respected and considered. Relationships between the family and the children develop with the educators. When younger siblings arrive the separation between the family and the child is smoother and with ease due to familiarity.

- Consistent staff members provide community language support, executive release, Release from Face to Face (RFF) teaching and playground duties for the educators. These staff become familiar with the individual groups routine and continue that whilst the educator is on release.
- Each full-time teacher is provided with a two-hours RFF time. This educator is a consistent Early Childhood Trained Teacher who has developed relationships with the children. This educator also relieves the preschool AP one day a week.
- The families are informed of the staff working with the children and changes in staff through the Staff Display board in front of the Sign-in sheet and the front entrance of the preschool.

| 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

Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.

- Our school community works together to support, challenge and further develop our skills, knowledge and practice. The school leaders enable the preschool staff to attend professional learning (PL) opportunities to further enhance their knowledge, skill and abilities when working in the preschool and school environment. We are all passionate educators and are always keen to further our knowledge and understanding to maintain a high-level of professionalism in early childhood education and care. Information about the attended PL is shared between the educators and implemented into our practice or decided to pursue further. For example, in 2019 our preschool team attended training on the Assessing Quality in Early Childhood Education and Care: Sustained Shared Thinking and Emotional Well-being (SSTEWE) Scale. The professional learning supported our team to critically reflect on how we can embed sustained shared thinking into our daily practice as well as how we plan for open ended literacy, numeracy and science experiences.

- Prior to the COVID pandemic we were attending termly Early Intervention (EI) and Preschool Network meetings. These were whole day meetings where a group of preschool educators from local DoE preschools would meet for the day to further discuss current practice, areas of interest or concern, visit other high-quality early childhood services and to share knowledge and ideas. One of the network facilitators that led this group was our Preschool AP/preschool teacher.
- Due to COVID-19, online platforms have been created to allow networking between DoE preschool educators. Our team regularly participates in meetings and PL through this platform.
- The preschool educators communicate with the school community and executive staff regularly. Through this communication, we feed important information back to the whole preschool team, share aspects of the preschool with the executive and collaborate with the school community.
- We share and support each other's qualities through open communication in an environment that supports opinions and each person's voice. We are colleagues that work together however we are also friends that support one and another professionally and personally. We feel that we are part of a team and that we are included in the team and are treated as equals. When issues arise, we try to resolve these issues as fast as we can through open communication. An example of this was when roles within the classroom had overlapped and there was not a clear understanding of each person's responsibility. Each person had the opportunity to discuss their concerns. Each person's concerns were considered, and a clearer outline of their responsibility was provided and accepted. This resulted in a clearer understanding of each person's role and responsibility within the classroom.
- Meetings are held for communication, professional development and critical reflection. Documentation of these meetings are recorded and stored as hard and soft copies and are accessible to the preschool and school community. During these meetings information is shared, listened to, affirmed or challenged. For example, during the COVID pandemic it was advised that surfaces be sprayed with Glen20 that was provided by the school. Staff were affected by the spray and educators reflected on the use of Glen20 in our preschool. After critical reflection, our team decided that we would continue our consistent cleaning practices, guided by our local procedures.
- There are regular opportunities to discuss and review our Quality Improvement Plan that includes the National Quality Framework (NQF), our local procedures, and the program, as well as time to ask each other questions and engage in professional conversations. This is done via our Preschool Team meetings, weekly critical reflections, termly Planning Days or through spontaneous conversations. A Preschool Team meeting blank agenda and the critical reflection proforma are accessible so any information that anyone wishes to share or talk about will be brought up in the meetings.
- Each educator's strengths are recognised and utilised to best support the children and the program. An educator at our service has extensive experience with children with Autism. When extra SLSO support is provided to the class for a child with Autism, the experienced SLSO takes on the role of the support educator for that child. The additional SLSO takes on the role and responsibility of the classroom SLSO.

4.2.2

Professional standards guide practice, interactions and relationships.

- Our day-to-day practices are underpinned by our in-depth knowledge of our DoE policies, local procedures, service philosophy, NQS, Quality Improvement Plan (QIP) and the Early Years Learning Framework. These documents are accessible to the school community, preschool educators and families. All stakeholders have the opportunity to refer to, ask questions and understand the practices of our preschool.
- All preschool educators complete annual Code of Conduct training, as required by the Department of Education.
- The ECA Code of Ethics is displayed in the educator's staffroom, in the casual teachers' folder and provided to families in the Information Pack given during Preschool Orientation. All the preschool educators have a deeper understanding of the Early Childhood Code of Ethics through professional learning that we attended and was presented by our P-2 Initiatives Officers called *Ethics in Action*. These practices are reflected upon and embedded in all our interactions, engagement and service philosophy.
- Each educator creates their own Performance and Development Plan (PDP). The preschool teachers' PDP is linked to and supported by the Australian Professional Standards for Teachers and the school plan. Each teacher is also NESA accredited at Proficient level and registers and evaluates professional learning against the Australian Professional Standards for Teachers. We have many opportunities throughout the year to attend professional development training that are mostly linked to our PDP and the QIP. For example, one of our educators created a PDP to further their knowledge about Autism and develop strategies to implement in everyday practice. They attended a PL on Autism through allied Health and implemented strategies such as modifying the learning space to support individual child needs and incorporating more gross motor experiences indoors.

Quality Area 5: Relationships with children

This quality area of the *National Quality Standard* focuses on relationships with children being responsive, respectful and promoting children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 2/3/2022

| Ref. to Law (S) /Regulation (R) | Does your service meet these requirements? | Confirmed |
|--|---|-----------|
| R.155 | Have you ensured that educators interact with children in a way that <ul style="list-style-type: none"> Encourages children to express themselves and their opinions? | ✓ |
| | <ul style="list-style-type: none"> Supports children to develop self-reliance and self-esteem? | ✓ |
| | <ul style="list-style-type: none"> Maintains the dignity and rights of each child? | ✓ |
| | <ul style="list-style-type: none"> Provides positive guidance and encourages acceptable behaviour? | ✓ |
| | <ul style="list-style-type: none"> Reflects each child's family and cultural values? | ✓ |
| | <ul style="list-style-type: none"> Is appropriate for the physical and intellectual development and abilities of each child? | ✓ |
| R.156 | Have you ensured that the size and composition of each group of children provides them with the opportunity to interact and develop respectful and positive relationships with each other and with educators? | ✓ |
| If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance. | | |

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

| Standard 5.1 | Respectful and equitable relationships are maintained with each child. | |
|---|--|---|
| Positive educator to child interactions | Element 5.1.1 | Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included. |

| | | |
|---------------------------------|---------------|---|
| Dignity and rights of the child | Element 5.1.2 | The dignity and the rights of every child are maintained. |
|---------------------------------|---------------|---|

5.1.1

Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

- We build and maintain respectful relationships with parents and the children initially with a warm happy welcome and departure. The welcome and departure routines are a gradual process giving the parents and the child the time to unhurriedly begin and end their day at preschool. This allows the children to see and feel positive relationships building with their family in turn helping the child feel safe and secure at our service. An educator opens the door, welcoming the families and is available for any questions or concerns. The other educator stands within the classroom welcoming the children. This educator guides and positively interacts with the children during the morning routine as they leave their parents.
- Prior to beginning preschool the families are given a survey and information sheet to complete. The families within these documents identify their child's needs and strengths to support educators in settling them into preschool. This is further discussed with the family and the child's educator (also with an interpreter if needed). An example of this was when a past parent had a discussion with the educator about their child beginning preschool. The parent explained how extremely shy her child was and that she had trouble forming friendships. As the child was familiar with the educator (from her sibling), the child felt secure as the educator supported her to build friendships. All educators were informed of this child's needs, allowing them to respectfully support her to build positive relationships. Through this support, this child formed secure friendships.
- During the COVID pandemic the children were away for a long period however were supplied with activities to do at home. The educators kept in contact with the families and children through phone conversations and emails. On the children's return, the children and families were overjoyed to return and share their experiences from home. These achievements were talked about, shared with the class and displayed (with photos) for everyone to see.
- We value that each child is unique and educators respect the dignity and worth of each child. Outside agencies comment on the warm and welcoming feel of our preschool. Recently, we had a psychologist visit several times to observe a child at our preschool. Through conversations with the child's educator the psychologist shared her knowledge and understanding of how much the child enjoyed coming to our preschool. As she further explained she felt the comfortable atmosphere and 'serenity' of the preschool environment. Furthermore, families have shared with us that their child wants to come to preschool every day.
- We take the time to form strong, secure relationships with the children in our group. We help the children that are distressed or

having difficulty settling to form a bond with at least one educator. Once the child is feeling secure, we encourage the child to start joining in peer groups or with individual children. Other children may need more time to join in group experiences. For example, a child with Autism collected items and held onto them throughout the day. When an item was missing, she became extremely distressed. The team of educators critically reflected on these incidents to form a solution to eliminate this distress. The team were all aware of where her items were when she put them down. We critically reflected on this strategy as it was not always successful and decided to provide her with a bag to carry these items. This strategy was successful and alleviated this child's distress. The educator spoke with this child's parent about the strategy and for the parent to support this practice by providing the bag. Educators communicated this strategy to the child's Kindergarten teacher to maintain consistency.

- Our routines are consistent to ensure the children become familiar with the rhythms and patterns of the day that supports the settling in process. This is most evident when the children learn the bathroom routine through the chant or visuals. The children develop a sense of familiarity and have knowledge of what is expected of them and what is to come.
- The children are supported to express themselves through the Visual and Creative Arts, through stories, spontaneous interactions and intentional teaching. These meaningful interactions allow the educator to further their knowledge of the child and to consider the individual family, relationships, strengths, varying abilities to help facilitate their involvement in our preschool. An example of this was of a child that would draw her three pet birds. She would also express herself through conversations about her birds and how much she loved them. Two of the birds died and she would share her sorrow verbally and through her drawings. At the end of the year, she drew pictures of two birds that she wished Santa would bring her. Her educator confidentially shared this information with her mum. After sharing this information with the parent, the educators' relationship with the child and the parent strengthened.
- Community language teachers are timetabled throughout the week to support children in their home language hence supporting feelings of belonging and inclusion at our service. The community language teachers teach the children songs, engage in play, conversation and learning opportunities with the children in their home language. We are fortunate to have community language educators that speak Vietnamese, Khmer, Mandarin, Tia Chew, Cantonese and Arabic. The preschool is well resourced with bilingual music and literature that is available for families to borrow. By acknowledging the child's culture, background, language and celebrations with the support of the CL teachers, we provide an equitable environment where the children feel a stronger sense of value and connection to our preschool.
- We continue to support the families and the children to feel a sense of belonging through our environment. This is intentionally created by including cultural artefacts, written numbers and words in other languages, books from around the world and in other languages and culture specific decorations that have been provided by the educators and past and present families of diverse cultures. At the beginning of the year, the families are encouraged to provide family photos that are framed and are displayed in the child's class.

5.1.2

The dignity and the rights of every child are maintained.

- As educators we all have a commitment and understanding of our responsibilities toward the families when they leave their child in the trust and care of us. Each of the educators have a deep understanding of the Early Childhood Australia Code of Ethics and the United Nations Convention on the Rights of the Child. With this embedded knowledge, each educator understands their responsibility in respecting the dignity and worth of each child while protecting and ensuring their rights. This also aligns with our philosophy, the EYLF and our policies and local procedures.
- At our preschool we respect and maintain the dignity of the child when they are in distress by engaging with them one on one and not between a crowd of other children. When in distress the educator will spend some time sitting with the child trying to work out what is causing the distress. If and when the child can express why they are feeling this way the educator will ask the child if they would like assistance to resolve these feelings. If the child chooses not to have the assistance, the educator will let the child know that when they are ready and choose to have the help that the educator is ready when they are. If a child is distressed due to being hurt by another child, they are taught to advocate for themselves and that they do not have to accept that behaviour. The child is encouraged to let the other child know to stop the negative behaviour by saying “STOP, I don’t like it”. The child is asked if they would like to approach the child that hurt them independently or with the support of the educator.
- Educators use strategies such as tactical ignoring, redirecting and conversation at times when children display challenging behaviours. Educators support children to consider their actions and feelings of others and themselves. They support the children to discuss their feelings with each other and resolve conflict.

| 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

Children are supported to collaborate, learn from and help each other.

- At our preschool we have a strong understanding of the emotional and social wellbeing of our children. At the beginning of the year, we recognise that separating from families is at times a difficult transition and that some children need more support than others. The educators acknowledge these feelings of separation and provide experiences where the children identify with their feelings. An example includes the intentionally programmed experience of the 'Owl Babies'. This learning experience progresses and provides examples of the baby owls supporting one and other emotionally during the time that their parent is away. The children then transfer this knowledge into their everyday lives where they also help to support one another. In the beginning of the year a child was having difficulty separating from her family and it was additionally difficult for her as she had no English. The educators recognised this and paired her with another child with the same home language who could also speak English. This friendship blossomed and supported her emotionally and socially. This friendship supported her in her learning as the peer would explain to what was happening in the learning environment. The difficulty when separating from her family was no longer an issue as her confidence grew.
- Through observations and discussions with the children educators identify the children's shared interests and use this information to plan further collaborative learning opportunities. An example of this was when two children were talking about Pokémon characters. They began drawing these characters and having detailed conversations about Pokémon battles. The educator extended this interest by bringing in a Pokémon book and Pokémon cards. This encouraged several other children to begin engaging in this play that has evolved and continued throughout the year.
- All educators have a solid understanding of the importance of forming strong, secure relationships with the children. As the children develop a secure attachment with an educator, the educator begins to support the formation and encouragement of relationships with their peers. When children are very shy or are learning to join groups, the educator attempts to match compatible children in pairs or groups. This process is encouraged and not forced. The children almost always respond very positively and respectfully toward the child needing support to form a friendship. The more confident child or children often take the shyer child by the hand and include them in their play. On the occasion that a child may not agree, the educator respects the child's choice and continues to find another child or group that would like to include a new friend. This practice may occur several times until the shyer child develops a lasting friendship.
- Learning spaces and open-ended learning experiences are purposefully organised to provide opportunities for children to use, experience and enjoy regardless of ability, language or gender. The children interact in solitary play, pairs, small groups and in the whole class. All children have varying social abilities and personalities and by providing varying learning spaces we cater for them. The children are also given the choice to display and share some work pieces that they have created individually, in pairs or in small groups. An example of this is when a small group of children began constructing Lego buildings. This play involved a lot of discussion, planning and cooperation that extended over the term. The initial building was displayed on the piano however as time passed and the construction grew too large, the children decided on the new display area that would fit their construction. The

children added their names to their 'work' and asked their teacher to photograph them with their construction.

- From observations and careful planning, the educators use provocations to encourage and promote teamwork to reach common goals. An example of this was when a child found a marble and asked if we had more marbles to play with. I suggested that we get the marble track out to make and use the marbles on this track. With excitement we brought the marble track out. I encouraged him to use the image on the box as a guide to help us construct the track. It did not take long for the other children to notice this construction to join in. A small group of children with the support of questioning and considerations from myself used the image on the box as a guide to create a marble track that they tried and tested until the marbles successfully rolled down. As the children were taking more control as they worked together, I stepped back to continue observing. At times a child would place a track incorrectly or accidentally knock the construction down and the children continued talking and working together to reconstruct the track and roll down their marbles.
- Many children have special interests and a deep knowledge of topics that they are keen to share with their peers. By spending the time talking with the child and using strategies of sustained shared conversations and critical thinking, the educators begin to understand the level of knowledge and understanding of the child with the particular interest. Armed with these observations the educators consider and plan for further development of this knowledge and opportunities for other interested children to learn. There was a child that had a great interest in dinosaurs and a deep knowledge of this topic. He would spend lengths of time sharing his knowledge and in conversation with his educator about this topic. Factual/discovery books and areas of play encouraged his peers to join him and be involved in the play and discussions about dinosaurs. At times the educator would join in by looking through the factual/discovery book to scaffold the thinking and discussions between the children, particularly when the child would share his knowledge. This interest grew between many children that encouraged a whole group project to evolve.
- At times a child may need support to further develop their social skills. As the educators are aware of the developing needs of a particular child, they support them by using a range of strategies that include forming a strong, positive relationship with that child, spontaneous conversations about feelings of the other child and themselves, stories about feelings and friendships and games that promote social skills (turn-taking, sharing, self-regulation). We understand that through positive relationships and a learning environment that supports the developing child, we are encouraging each child to learn, consider and help one another.

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.

- Preschool expectations are identified and formed with the children at the beginning of the year, developing a sense of belonging to the preschool and their class. An example of this is with each class, basic rules/expectations are initiated and prompted by the teacher. These rules further develop as the children begin to provide their own rules for their class and preschool. These rules

develop as the children's confidence and knowledge of expectations develop and when situations that affect them arise. These expectations are regularly discussed, reminded, and further developed throughout the year with the children. By beginning our year with the formation of our expectations/rules the children have the knowledge and an understanding of a consistent approach to monitor their own behavior and to respond appropriately to the behaviour of others.

- Educators discuss inappropriate behaviours calmly with children and assist the child in working out the fairness of the situation. At that time a discussion occurs with those children about how each other may be feeling in this situation. At times, the educators extended on this learning by role playing similar interactions and how to appropriately resolve the situation. Educators then encourage children to develop strategies to manage their behaviour more appropriately next time a similar situation arises. Individual children or small groups of children are encouraged to use their words by holding up one hand and saying "STOP, I don't like it!" As the children become more familiar with this strategy, they independently use it without the reminder and support of the educator. Only when the individual child feels they have not been heard do they seek the assistance of an adult.
- The educators consistently critically reflect on the behaviours of individual children, the class or the routine and identify what may not be working. Through robust discussions the educators work together to resolve the issue that is arising. An example included when a child required support to regulate his behaviour and respond appropriately toward others whilst at preschool. Through our critical reflections and goal setting for this child, strategies were implemented to support his self-regulation and behavior management. All the educators were aware that the child needed to be approached calmly as he could become distressed causing the disruptive behaviour. Educators ensured that they maintained eye contact when engaging with him to ensure he felt valued and understood. Educators used intentional questioning to identify and understand his needs to avoid moments of distress.
- Through observations the educators initially recognise the children that can self-regulate their emotions and behaviours. One of the ways this can be observed is through singing and games involving turn taking. The educators reflect on these observations before determining further action.
- Critical reflection supported our rationale behind seeking further knowledge in self-regulation, mindfulness and emotional intelligence. This was identified in an educators Performance and Development Plan (PDP) and a past QIP. Educators attended a mindfulness workshop, researched these topics, attended online training (*Self-Regulation Community of Practice* by Early Learning) to further develop our knowledge. This professional learning has supported the educators to provide opportunities and resources to support the children to recognise and understand how they are feeling and the feelings of others. At least once a week a yoga session on *Thought Bubbles* by Cosmic Jamie is programmed for the children to recognise when their thoughts need to cool down and how our breathing helps this process. Our learning environments offer books, feeling face masks, magnetic/felt facial expressions and puzzles to embed mindfulness and self-regulation.
- Educators work closely with the families to support individual children's behaviours. An example of this was when a child started preschool and required support to manage his behaviour. In consultation with the child's mum, we worked together to support the child to regulate his behaviour. The strategies used were supporting the child to use positive language at preschool. The educator would share with mum incidents that occurred at preschool and she would discuss this at home and vice-versa. When the child

recognised the consistency between his home and preschool, his behaviours improved by beginning to self-regulate. By the end of the year before reacting, he would express his concerns to the educator to support him in appropriately resolving the conflict. The educator extended this learning by intentionally planning stories around bullying. A story that was consistently read to the entire class was 'Big Bully Hippo' who learns how to control his behaviour and understand how others feel.

- Educators firstly model respect, equity and fairness between each other and this is extended to the children. The educators identify when a child needs support to enter peer groups and support this inclusion through encouragement. However, the educators also help the children to understand that others may not always wish to play with them and that is okay. The educator then assists the child to find a peer or group that will happily include them in play. Educators remind children to speak positively about each other.

Step 3: Improvement Plan

Goals must identify what will be achieved in terms of improved outcomes for children, families or the community. These may span across a whole year and may also be carried on if necessary, however schools should always anticipate an end date. They must be measureable, observable and/or describable in order to facilitate you to milestone progress.

| Standard /Element | Purpose- What is the reason for focusing on this goal? | | |
|---|---|---|---|
| 5.2.2 | Three members of our preschool team participated in a DoE PL on self-regulation (Shanker method Self-Reg COP). We saw the value of the program and recognised the importance of the educators understanding and response to managing the children's behaviours. | | |
| Goal or outcome What will we do differently? What will our work achieve? What does this look like for children, families or community? | 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? |
| <i>Continued from 2021</i> | | | |

| | | | |
|---|--|--|--|
| <p>All preschool educators will have a clear understanding of the five Rs (refraining the behaviour, recognising and reducing the stress, reflecting and responding) of the Stuart Shanker method.</p> <p>All preschool educators will implement their learning of the Stuart Shanker self regulation method.</p> | | | |
|---|--|--|--|

Quality Area 6: Collaborative partnerships with families and communities

This quality area of the *National Quality Standard* focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 2/3/2022

| Ref. to Law (S) /Regulation (R) | Does your service meet these requirements? | Confirmed |
|--|---|-----------|
| R.157 | Do you respect the right of parents to enter the service when their child is in attendance unless <ul style="list-style-type: none">• Allowing the parent to come into the service poses a risk to the safety of children or staff?• Allowing the parent to come into the service would prevent you or educators and staff from carrying out your normal duties, such as supervising children, delivering the program or meeting health and safety needs? or• You reasonably believe that allowing them entry would contravene a court order? | ✓ |
| If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance. | | |

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

| | |
|--------------|---|
| Standard 6.1 | Respectful relationships with families are developed and maintained and families are supported in their parenting role. |
|--------------|---|

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

6.1.1

Families are supported from enrolment to be involved in the service and contribute to service decisions.

- Relationships are formed with families and children upon enrolment. Our CLOs are available to interpret and support the family to complete the enrolment form. Families are encouraged to attend the preschool setting Term 4 to engage in play visits. We plan for 4 play visits and accommodate further sessions to children and families who require them. To provide consistency our CLOs attend our play visits and further support the families as needed. The information gathered from the enrolment process furthers our knowledge about the child and the family.
- After play visits during Term 4 we then hold a parent information morning. At this Parent Information morning our consistent CLOs attend and interpret information presented to the families and assist with any enquiries. The families take home the preschool pack that includes more information about our service. This pack includes information by the DoE, the ECA's Code of Ethics, information on the EYLF, calendar of attendance, fee information, preschool incursions, start date and the Preschool Handbook. The preschool handbook includes general information, daily routine and the preschool philosophy. If the families miss the parent information morning, they are contacted by the P-6 school administration to pick up their packs at their earliest convenience or families may choose to have them mailed out.
- Due to the COVID pandemic, the orientation process was adjusted. The families received their information pack that included the Parent Information sheet and a survey that they were requested to return to the administration office. The families were then interviewed via phone call by the child's educator to further share the information that they provided. The CLOs are also present during these interviews.
- During Preschool Orientation educators talk with parents about concerns and consider parent requests. These requests include factors such as languages spoken, family relationships and educator relationships. These requests are promptly considered and arranged with the P-6 Administration office and the senior executive. This helps the families to feel confident, comfortable and trusting when leaving their children in our care. This supports a smoother transition for everyone and has resulted in children

reducing the stress and settling period.

- To begin the preschool year, we have a staggered start time. This allows the families to have some time with their child and can share any issues, concerns or questions the families may have. It also allows the primary educators some time with each individual child before the entire group begins.
- We seek feedback and input from families by sharing our procedures, QIP, and philosophy via our Seesaw app and hard copy surveys. Educators reflected upon many families sharing the reasons why they attend our preschool. We then incorporated these common qualities into our philosophy statements and beliefs. Families' voices are valued as important collaborative partners. Previously a parent shared through a survey they felt there was a need for greater communication. Educators reflected and brainstormed ways to address this need. This formed a QIP goal that created the implementation of our online tool Seesaw. Families are now sharing through follow up surveys that they are enjoying the Seesaw app and it is valuable to continue for future families.

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.

- Educators understand that families are the children's first and foremost important teachers. We understand that each child arrives at our service with knowledge, experiences, understanding, language, culture, values and beliefs of their own individual family. The educators respect, value and work with the families to create a sense of belonging to their new environment. We begin by gathering this information from the Parent Information sheets informal and formal discussions. By working in partnership with the CLOs and the Community Language teachers (CL) we also further our knowledge about the families, culture and language. Our local community primarily consists of the Southeast Asian and a small number of Southeastern European population. Recently however there has been an increase in families from the Middle East and Africa. These partnerships help the educators to include cultural celebrations that are planned and programmed in a timely way, and that are relevant to the family and the educators' backgrounds. These celebrations that are often communicated to us include the Lunar New Year, the Moon festival, the Dragon Boat festival, Ramadan, Easter and Christmas. The CLOs and CL teachers both guide the educators to try and program in a non-tokenistic manner. The CL teachers also present learning and discussions of the celebrations during group time. For example, this includes the traditional Vietnamese and Chinese stories of the Moon Festival. Another example of family backgrounds that were included in our teaching and learning was a whole class project on 'Our Home' that stemmed from a child's visit to their grandmother overseas. Each family was invited to bring information, photos and recipes of their home country. The children, educators and parents work together to create individual country display's using the information that they provided. The parents were encouraged to present information about their home country to the children, which they proudly did. This resulted in educators engaging in a learning process that enhanced cultural connections with children, families and staff in the service.

- In our culturally and linguistically diverse community we recognize and celebrate each other. Further information is gathered through informal conversations with the family or the local community and this also identifies sensitivities that may be felt and that we need to be aware of. An example of this was with a conversation with a Vietnamese community member about displaying flags of the children's family background. This Vietnamese community member identified that displaying one type of flag could be offensive to other Vietnamese families and that it would be best not to display any flag. The preschool educator respected this knowledge and chose not to pursue this learning activity. Once the educator has this knowledge, we can support the child and family through the awareness and appreciation of their background.
- Our community consists of less than one percent of families of an Aboriginal background. We the educators acknowledge the importance of the children learning about the first Australians. We intentionally plan and program the learning about the first Australians in a non-tokenistic manner and extend on this learning through a planned incursion. We believe that it is important for the children to be aware of and recognize that people and communities were here, in Australia before our families. We further the learning by teaching the children to respect and give thanks to the first Australians for sharing their land and taking care of it for us. This is also practiced through our daily Acknowledgement of Country.
- At Canley Vale Preschool we view parents and families as the child's first teacher. We consistently talk with families to learn from their experiences and gain their knowledge as they are the experts regarding their child. We then use this information shared to make decisions when planning and programming. For example, families were invited to share their expert cultural knowledge with our preschool children. Many families participated by coming into our preschool to share recipes and photos of cultural food. One story of a refugee family was shared with photos of the arrival via boat. The children were so excited and proud to see their family connected to the preschool.

6.1.3

Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

- The school CLOs and the School as Community Centre (SACC) organise and run workshops and information sessions on current information and topics of interest. These include computer skills, fitness, Centrelink information, nutrition, dental, bullying, speech awareness and parenting workshops. Whole day outings are also planned for parents to network and build their social groups.
- We communicate and share information with our families in a variety of ways such as, informal/private discussions, pamphlets, information letters, email links and event details.
- We support families with parenting challenges, an example of this is when a parent felt comfortable and safe to seek advice and support with concerns regarding her child's behaviour. The educator followed up this concern by accessing the schools Learning and Support leader and school counsellor to provide the parent with connections to local contacts and services. This parent was also

informed on services available through the school community such as Positive Parenting Program.

- Educators also respond to parents' concerns about their child's speech. Educators utilise their access to our on-site speech therapist where an initial assessment is conducted. The on-site speech therapist then recommends the family seek further speech support.
- Our P-6 school also supports the families of our school community by providing free dental and vision screening annually through the Department of Health. During these assessments if there are any medical concerns identified the families are notified to seek further medical advice.
- A committee led by a senior executive within the P-6 school has organised and implemented the PaTCH program. Three parents (past preschool or any interested parents) on a weekly basis come into the preschool and spend approximately an hour interacting with the children and completing set tasks (for example reading stories), they return to their group and reflect on their visit. At the end of this program the parents are presented with a certificate of completion. Parents from this program have gone onto complete Certificates at TAFE and have begun SLSO work within the school and Preschool. Parents have been introduced to this program through advertising through the schools' social media, word of mouth and referred by preschool educators (parents have had information provided to them when they bring their child into the preschool during playgroup visits).
- Parents are also encouraged to go to the P-6 Parent and Community (P & C) meetings where information is shared about our immediate community. The preschool educators and parents have access to the CLOs and community language teachers, as a result parents are more confident to speak in their home language.
- All educators have a strong knowledge of the families cultural and linguistic diverse backgrounds, any additional, health and legal needs of the child/family that we must be aware of. This information is included in the child's preschool enrolment form however we also provide the family with a Family Information sheet, survey and time to discuss this information further. This engagement with the families occurs during the Preschool Playdates (Orientation), the Parent Information session and spontaneously. Due to the COVID-19 restrictions the families are unable to attend our Preschool Playdates or the Parent Information session (this information will be provided via email and links).
- The families are kept up to date with and informed of our services operations and our preschools quality improvements through various methods. These included the Canley Vale Public School website that includes the preschool local procedures, our preschool philosophy, the Parent Handbook, Preschool enrolment dates and our Quality Improvement Plan (QIP). The QIP improvements are also displayed in the parent foyer. Each educator is always available to informally discuss any aspects of our preschool operations and procedures when requested by the families.

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| 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

Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.

- Our LaS team supports families when transitioning to preschool. As families enrol their child and share identified needs, our LaS team visits the current child care service to observe the child in that environment. The LaS team communicated with the family and the preschool team about ways to best support the child and the family as they transition into our preschool. This support continues during the preschool year.
- The next step is to support the family through transition into kindergarten. An example of this was with a child with Autism. Her parent was accompanied by the LaS AP to visit a Support Unit for Kindergarten. This child also attended the Kindergarten Orientation of our primary school. After many informal discussions between the parent, the LaS AP, LaS DP and the preschool educator the family chose to decline the offer of the Support Unit and begin Kindergarten at our primary school.
- At our Orientation/Play visit the families and the children are introduced to our preschool service. At the orientation the children join the current preschool children in play whilst each teacher with a CLO interpreter (if needed) spends time with each family getting to know the family, their culture, their needs and interests and our preschool service. The families are asked to complete a parent information sheet identifying these areas and are further discussed. Any questions or concerns are answered at the orientation or anytime afterwards. When new children enrol throughout the year this orientation process is followed. The families are also provided with a survey (the information gathered here contributes to our service philosophy and the expectation of the family) and invited to attend the Parent Information morning where the family is provided with further information about our service. CLOs also attend the Parent Information morning to inform them about our preschool in the community's main languages and are available to clarify and answer any further questions. This supports the family to transition their child from home to our preschool. The children and the families have an opportunity to see and experience our preschool so there is a sense of knowledge and familiarity before beginning our preschool.
- At the beginning of the year our interest-based program supports a smooth transition into our Preschool. The children's first day and

start times are staggered and the family is encouraged to come into our preschool and spend a little time with their child before they leave. The parent and child have their first day photo taken before the parent leaves and family photos are also brought in from home and are displayed in the child's classroom. Children or families are also encouraged to request or make suggestions to help with the child's transition to preschool. An example of this was when a child was having difficulty separating from his mum. The educator spoke with his mum about providing something of his from home to bring to preschool. His mum asked if he could have her t-shirt. This child brought his mum's t-shirt and held onto it throughout the day. As he became more secure, he would place the t-shirt into his school bag. The educators also began their program using the support of the 'Owl Babies' story by Martin Waddell. The story and the discussion the educators have with the children help make the connection of the parents leaving but always coming back in the afternoon.

- The children are supported through the daily routine using a visual daily timetable. These familiar expectations and routines allow the children to recognise, become familiar with and talk through their day. This also allows the children to transition and experience their day with a sense of security and agency. When casuals, support or relieving staff are in the preschool they are made aware of the daily routine through discussions with the educators and the displayed timetables/routines.
- Children visit the school environment throughout their preschool year to support their transition to kindergarten. Many discussions about feelings and expectations regarding going to school are had with both children and parents. This is an ongoing process to ensure our children are comfortable and familiar with the school before they transition to the K-6 setting.
- During our kindergarten orientation program, the preschool children attend the kindergarten classes for each week for three weeks. The preschool educators support the children by being available as a familiar person to ensure security and wellbeing. The educators ensure a smooth transition by sharing important information regarding individual children.
- After the Kindergarten orientation a meeting with the kindergarten and preschool teachers occurs. This meeting involves the sharing of information about children's interests, abilities, needs and strengths. The kindergarten teachers use the information shared to guide the formation of future classes.
- Kindergarten teachers are also encouraged to visit and spend time in the preschool observing the preschool children. An example of preparing a child for kindergarten was a child on the ASD spectrum who also suffered anxiety due to trauma. Throughout the preschool year, there were many discussions to prepare her for a big change and what to expect. This was an important process for this child as she had spent 2 years with the same educators. We ensured she felt safe and secure to move between the two learning environments and that it was a safe and positive experience. A visual social story was created for her and all of the children to further support the transition to kindergarten. This helped her further in understanding and preparing her for kindergarten. Once orientation finished, her future kindergarten teacher visited the preschool to observe her and begin forming a relationship.
- At the end of the year the teachers write an individualised summative report that is linked to the EYLF outlining the growth and development of the child. This summative report is in the form of a personalised letter and is given to the family in the child's Learning

folder to take home. If the child is attending another school for kindergarten and they request a Transition to School statement, the teacher will complete the Transition to School statement. The kindergarten teachers at our school are encouraged to come to the preschool and look through the child's Learning Folder to form a picture of the child that is entering their class the following year. If a Kindergarten teacher requests a copy of the end of year summative report the family is informed of the request and when a verbal permission is granted the kindergarten teacher is given a copy.

- Once the child is in kindergarten this communication with the preschool educators continues to ensure the two-way relationship is maintained.

6.2.2

Effective partnerships support children's access, inclusion and participation in the program.

- Over the years we have formed a strong partnership with professionals and organisations to support the development of children at our preschool. This particularly involves children with special needs, in out of home care or currently being supported by external agencies. We have on-site speech therapists twice a week who assess the speech of children that families and educators are concerned about and to provide targeted speech group times for all children. After the assessment, the speech therapists may recommend speech therapy (in the preschool with the parent) or a referral to the Community Health Speech. The speech therapists and educators work together to complete the referral and to then send it on to the Fairfield Community Health Speech service. We also have private speech therapists and occupational therapists that run their session with the individual child at our preschool.
- Paediatricians also perform observations on children at our service to confirm diagnosis or call to inquire about availability of placements for the inclusion of a child in our preschool program. We have worked in partnership with other external agencies that support and are currently working with families and their children. We have worked closely with *The Uniting Links to Early Learning program* who helped support disadvantaged families obtain access to quality early learning services. An example of this was with a young child who had experienced trauma. *Uniting* worked with the family and the educator to support this child at our preschool. They initially came to observe the child at our service and continued providing resources like big books that were specific to her needs. The following year another disadvantaged family enrolled at our preschool, and we provided the LaS team with information about *Uniting* to help support this new family.
- The P-6 school counsellor supports the inclusion and access for participation of children with a diagnosis or of concerns through observing and assessing children, assisting with teaching strategies, referring the child for further assessment or onto other agencies. The school counsellor is also between the family, preschool staff, school community and the outside agencies.
- Some children have additional needs that require more individualised strategies to support their successful access, inclusion and participation in the daily routine, transitions and program. The educators use visuals and learn basic sign language to communicate with non-verbal children. The educators develop Individual Learning Plans (ILP) with families and relevant stakeholders. These plans support the child to successfully reach goals in their learning, development and in their inclusion in the learning program. For

example, a child with a diagnosis with Autism felt anxious when amongst too many children. Therefore, educators made adjustments to ensure she had the opportunity to participate in large group sessions in a comfortable and safe place.

- The educators are also involved in professional learning (PL) to further and advance their knowledge and skills in ways to best support the inclusion of children to have an even greater opportunity to experience quality learning. The educators include goals to support their knowledge of inclusion in their Professional Development Plans (PDP) and is an identified area of improvement in the QIP. Some professional learning that the educators have been involved in include the PAX Good Behaviour game, Self-Regulation Community of Practice (COP), Understanding Trauma workshops and the Disability Standards PL. By attending these PL opportunities, has resulted in greater awareness and deeper understanding and empathy toward the child when supporting their inclusion in our preschool environment. These PL opportunities have also given us opportunities to learn from experienced practitioners and engage in professional dialogue with a network of educators to develop further strategies to best support the emotional and social wellbeing and development of the child.
- Almost all the children at our service come from a background where English is not their first language and not spoken at home. In the beginning of the year some children find it very difficult to understand, follow and participate confidently in the daily routine and understand the expectations of the class and preschool due to the language barrier. This concern was identified between the educators and discussed at a team critical reflection meeting. After some discussion and brainstorming it was agreed that visuals should be used to also support those children. The educators began using visuals and verbal instruction as the children were learning the routine and expectations. This resulted in the children becoming aware and confidently participating in the daily routine because they had the knowledge (through the visuals) of what to do.

6.2.3

The service builds relationships and engages with its community.

- Twice a week the Playgroup from the School as Community Centre (SACC) brings their babies and toddlers into the preschool. The families and children engage in the preschool outdoor environment. During this time preschool and playgroup educators' network and playgroup parents have conversations with the preschool educators to get to know our service. Playgroup families get a feel of what a preschool environment is like before enrolling their child.
- Parents are encouraged to participate and be involved in the preschool through events and picnics. These include the Easter parade, Harmony Day, Education Week Open Day, Mother's and Father's Day and the end of year graduation, concert and picnic. At these social events and similar, the parents watch their child participate in the event and (when appropriate) the families bring food to share with each other. These occasions encourage families to be a part of the preschool, meet and network with other families within the community.
- We are a community of predominantly Southeast Asian backgrounds and have approximately 98% from culturally and linguistically diverse families. We are a part of our community, and our cultures are visible throughout our service. 'Welcome' signs in our

preschool community languages are displayed throughout the preschool, and cultural artefacts such as framed pictures, dolls and decorations are also visible throughout. These cultural artefacts were donated by families and staff, and the displays were written by parents and the Community Language teachers.

- At our school we have community language (CL) teachers that speak Vietnamese, Khmer and Chinese. Several times a week the CL teachers come to our preschool and foster the children's home language by informally interacting with the children in their home language and present a group time in that language for all the children to participate in. The CL teachers teach all the children basic greetings, songs, numbers and body parts in the language other than English. We also have picture books in different languages that the community language teachers read and that the children and families can borrow to read at home.
- On the Parent Information sheet, the families are asked about their cultural celebrations and this information is used and included in our programs. Many of our families and school community celebrate the Lunar New Year, Cambodian New Year and the Moon Festival and the Community Language (CL) teachers organise a group time to talk to the children about these celebrations as they occur. Videos, props and costumes are shown and talked about by the CL teachers and the children are involved in song, art activities and role play explaining the celebrations. As the Moslem community is also increasing, the educators also present a group time to talk about the Month of Ramadan.
- Each year our programs include the deeper learning of Australia's First Peoples. The educators attended a Preschool Network Meeting and a PL (held at our school) where Aboriginal elders were invited to talk about ways to introduce and teach Indigenous Australian education in the early years and in the school environment. This knowledge and information gave the educators a foundation to introduce this learning into the program. Now, we begin by teaching the children an Acknowledgement of Country and this practice is embedded into our daily program. The learning environment and program also includes images, books, videos and resources that provide a balanced view of contemporary native Australians. One of the highlights within the Aboriginal education program is the Emu Dance clip which shows the children indigenous Australians with paint on their bodies and in traditional dress. The educators continue to show the clip till the end as it shows the performers in jeans and t-shirts BBQing sausages around a campfire. Discussions between the children and educator always occur emphasising the balanced view of indigenous Australians. Incursions are also organised to highlight the learning of the Aboriginal and Torres Strait Islander people. As the children develop a greater understanding of Australia's First Peoples deeper discussions occur and the awareness and understanding of Indigenous Australians becomes more evident.
- We are closely involved with the school community through attending events such as Easter Hat Parade, Harmony Day event, Multicultural Day, Education Week concert, Community Day, whole school evacuation drills and walk/visits to areas around the school. We have two weekly visits from the Playgroup in the SACC room. During this time the families bring their child from the playgroup into the preschool to use the outdoor learning environment. At times parents seek information from the preschool educators on how to enrol their child into our preschool and when or parents that are interested in volunteering in the preschool and we provide information and contacts to join the school PaTCH program. We also begin weekly Infants Assembly participation in Term 3, weekly School library visits/story time in Term 2, walks around the school, visits to the kindergarten rooms, School Administration

areas, school toilets and eating areas. We also have links with the wider community by inviting the Dental nurse, police and fire brigade to visit our preschool and talk to the children about their health and safety. Having these community ties strengthens our children's confidence when engaging with these community members and the awareness and knowledge of how they support us. This also helps these members of the community as the children develop a trust and confidence to engage with them.

Step 3: Improvement Plan

| Standard /Element | Purpose- What is the reason for focusing on this goal? | | |
|---|--|---|---|
| 6.1.1 | Seesaw was introduced in 2021 to the families as a communication and sharing of learning tool. Feedback from the families indicated how much they liked this digital tool. On reflection the educators decided to extend on this feedback and use this digital platform to move away from our traditional hard copy Learning Folders to a soft copy. | | |
| Goal or outcome What will we do differently? What will our work achieve? What does this look like for children, families or community? | 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? |
| <p>We will move away from documenting and providing families with a hard copy learning folder and replace this with soft copies of learning to the families through Seesaw.</p> <p>The families will see their child's learning experiences</p> | | | |

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| as they occur. This will allow the family to provide feedback and contribute to further learning. | | | |
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| Standard /Element | Purpose- What is the reason for focusing on this goal? | | |
|--|--|---|---|
| 6.2.2 | Due to the COVID pandemic we have been unable to hold our end of year concert and graduation. This prompted the educators to think about our current end of year concert/graduation, families requests and how all of the children respond to their participation during this day. | | |
| Goal or outcome What will we do differently? What will our work achieve? What does this look like for children, families or community? | 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? |
| <p>Ensure there is an end of year celebration regardless of what is going on in the world.</p> <p>There will be an end of year celebration that the families will be a part of and the children will happily choose to participate in.</p> | | | |

Quality Area 7: Governance and Leadership

This quality area of the *National Quality Standard* focuses on effective leadership and management of the service that contributes to quality environments for children's learning and development. Well-documented policies and procedures, well-maintained records, an ongoing cycle of planning and review, including engagement with families, create the climate for continuous improvement.

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 2/3/2022

| Ref. to Law (S) /Regulation (R) | Does your service meet these requirements? | Confirmed |
|---------------------------------|---|-----------|
| R.173 | Have you ensured that all of the information included in R.173 is displayed so that it is clearly visible from the main entrance to your service? | ✓ |
| R55-56 R31 | Have you ensured that your Quality Improvement Plan <ul style="list-style-type: none"> Contains a statement of the service philosophy? | ✓ |
| | <ul style="list-style-type: none"> Is reviewed and revised at least annually? | ✓ |
| R.145-154 | Have you ensured that records for staff including teachers, School Learning Support Officers, volunteers and students are maintained and kept on the preschool premises? These include: <ul style="list-style-type: none"> Working with Children Checks Educational qualifications ACECQA approved training, including first aid | ✓ |
| | Have you ensured information is displayed that notes the principal as the nominated supervisor, educational leader and responsible person in charge? | ✓ |
| | Have you ensured a record is maintained of all educators working directly with children in the preschool? | ✓ |
| R.87 R.158-162 | Have you ensured that all records relating to children at the service are maintained, including enrolment records, attendance records, health information, records of illness or accident? | ✓ |

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

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

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

Standard 7.1 Governance supports the operation of a quality service.

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| 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

A statement of philosophy is developed and guides all aspects of the service's operations.

- Our preschool philosophy reflects our shared pedagogy and understanding of the role of our preschool amongst the staff, the children, the families and the community. This is evident and clearly stated in our beliefs that “*we acknowledge the uniqueness* of our children and their family, and we understand that they come from culturally and linguistically diverse backgrounds and with varying abilities and experiences...” Our philosophy is representative of our shared beliefs, our commitment to the children and to supporting their agency, our teaching practices, relationships, equity, and the educators professional learning. Our intentions for action include the NQS, DoE policies, our local preschool and school procedures.
- All preschool educators, staff of the P-6 school, families (current and future families) and the children are involved in providing information used toward the annual review of our preschool philosophy. In term 4 beginning families are surveyed to gather information on needs, wants and expectations for the upcoming year of preschool. Our current preschool families are also asked to complete an exit questionnaire at the end of the year evaluating their experience at our preschool. The preschool team then works together to critically reflect on the current philosophy and make any relevant changes based on this feedback. The amended philosophy becomes a draft copy that is then shared with current families (via email), educational leader and our school community (via Sentral) for further feedback. Once feedback is gathered a final version of the philosophy is developed for the year. The service philosophy is displayed on the parent shelf in the foyer, Preschool Handbook, Casual teacher handbook and on our preschool website.
- As the educators were furthering their awareness, knowledge and strengthening their commitment to the rights of the child and the Code of Ethics, we recognised that this pedagogy was not reflected in our preschool philosophy. As the educators began the process of reviewing the philosophy, this commitment to the rights of the child and the code of ethics needed to be included.

7.1.2

Systems are in place to manage risk and enable the effective management and operation of a quality service.

- At our preschool we have systems in place for the effective management of our service to foresee possible risks to the safety of the staff and children. We follow the Department of Education policies and procedures. Our risk minimisation plans, and procedures take into consideration departmental regulations, departmental preschool regulations, Canley Vale Public School procedures and Canley Vale Public School Preschool procedures. Our local procedures are reviewed annually by the preschool educators through spontaneous and informal discussions, during team meetings and after school. As a team we discuss changes and adjustments that may be needed. Some changes and adjustments occur due to changes in the world (COVID pandemic), changing needs of families, the children and compliance requirements. The review of our procedures continues over a series of weeks and is available for all stakeholders (in the preschool foyer, the educational leaders' office, on the school Team Google Drive and the school website). All preschool educators are open and available for suggestions for our procedures. An example of a preschool adjustment was when a family requested their child wear a pull up during rest time. Our local procedures adjusted to accommodate the change to our toileting procedure.
- The educational leader supports the preschool's management of risks by providing adequate time and administrative support and extra human resources. This includes a day off class per week for the Preschool Assistant Principal to work on Preschool Administration and Planning days for the staff throughout the term and year. Extra human resources are also provided when support is needed for children with additional needs. An example of this was when the preschool had a high number of children with additional needs. Meetings were organised with the LaS team (LaS AP, LaS team member, LaS/Preschool DP and the IL) and the preschool teacher and SLSO to discuss concerns about the safety, supervision and learning of the children. This team shared this information with the educational leader which eventuated in an extra SLSO put on the classes to provide the extra support. This is an efficient and effective system we have which reduces the risks to the child.
- Family information is also updated termly and mid-year by the administration office to ensure all information is updated and current. This includes healthcare cards and contact information.
- Information regarding the service that includes the Early Years Learning Framework, policies and procedures, Quality Improvement Plan and Preschool Handbook are available on the parent information shelf (located in the parent foyer) and on our website. The most current link to the and National Law and Regulations is available in the office on a labelled USB and on the teachers' laptops.
- Our preschool ensures that compliance is maintained by having systems in place that are effective to the operation of our service. These management systems include the policies and procedures, risk management plans, record keeping, health and safety and complaint management. The educators complete a daily, weekly, termly and spontaneous safety check of the preschool environment. We have a strong network within our district that shares information of compliance. This information is shared to ensure we always

maintain compliance. Our P-2 Initiatives Officer also provides added support toward compliance by ensuring all our systems are in place.

- The preschool educators form strong relationships with the families so that they feel comfortable to express concerns if they arise. When a family or staff member expresses a concern to an educator, we try to resolve the complaint within the preschool promptly, fairly and objectively. The educational leader (principal) is also notified of the complaint. The educators comply with the DoE and preschool procedure complaints handling policies. These documents are available in the preschool foyer, educational leader's office and on the DoE and school websites. If the complaint is unable to be resolved or the person making the complaint does not want it handled within the preschool it is referred to the educational leader. An example of a complaint was when a complaint was made to an educator about concerns of the play with the children and that their child was hurt during this play. The educator referred the parent to the preschool AP to assist with the handling of the complaint. The preschool AP spent time listening to the parent concerns and told them a management plan would be developed to help resolve the issue. The preschool AP immediately organised a meeting with the educational leader informing him of the complaint and resolution. A team meeting was organised with the educators to discuss this complaint and put strategies in place to resolve the issue. The preschool AP then met with the parents to discuss the strategies that were discussed. The parents were happy with the result. The educational leader followed up with the preschool AP to ensure the complaint was resolved.
- The educational leader (Principal) and the preschool staff are aware that any changes in the normal operation of the preschool, a serious complaint or in case of a serious incident, Early Learning will be notified by phone on 1300 083 698, or email earlylearning@det.nsw.edu.au. Early Learning will then act on the behalf of the service to notify the regulatory authority of these circumstances. All staff are informed of this procedure through our Preschool Induction PowerPoint, the Casual Teacher handbook and in our local procedures. In the case of a notification needed to be made, the staff are encouraged to inform the preschool educators, who will notify the principal that will make the notification to Early Learning.
- The DoE ensures fit and proper staff are employed as educators are required to meet a range of requirements prior to commencing work. It is mandatory that all preschool staff have a minimum of a Certificate 3 in Children's Services for SLSOs, and a Degree in Early Childhood Education for the teachers. All permanent preschool teachers are accredited at Proficient level and are required to attend and evaluate professional development opportunities. During this process we undergo lesson observations, program evaluations, teacher self-assessment and reflection. This is documented via NESA and MYPL registration.
- All staff must also hold a current working with children's check. NESA and the DoE sends reminder emails and text messages to all staff and to the educational leader when the working with children's check is due to expire. All staff complete the online mandatory Child Protection and Code of Conduct training annually with the P-6 school community.

7.1.3

Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

- Displays in the foyer/parent area of the preschool provide information about the management of the service including operational information about our preschool, the current assessment and rating, the name and role and responsibilities of the approved provider, nominated supervisor, educational leader and responsible person (principal). The display also includes information of who is next in line of the responsible persons when the principal is not on-site.
- The educators in the preschool are skilled and experienced and have been part of the service for many years. All permanent and temporary preschool staff (where possible) are early childhood qualified (or equivalent to) who make informed, educated decisions with the support of the principal and executive staff and in accordance with the philosophy of our preschool. We engage in a range of decision-making processes that are regularly discussed and/or critically reflected upon concluding with potential solutions and programs. These decision-making processes occur individually (observations and individual reflections), informally between the educators and formally during our team meetings and team critical reflection afternoon.
- The P-6 school has an orientation program for all new staff. On arrival at the preschool, they are shown around the preschool and provided with information on processes, routines and systems. This is also in line with our casual teacher folder that is available in the preschool. Any permanent preschool staff member presents the casual teacher or SLSO with the Preschool Casual Induction folder that they are required to look through and are asked to sign the register when finished. This presents information needed for working in the preschool including a copy of the role descriptions of the teacher and the SLSO. A Preschool Expectations list has also been developed to outline common questions and expectations of relieving staff. This is evident throughout the preschool, given to executive staff to give to casual relief and in the casual folder. When relieving staff also attend the preschool, they spend some time with the teacher in the class or the classroom SLSO discussing the daily routine (that is also displayed in the room), the daily program and children with additional and medical needs that will be in attendance on the day. Other key information such as where medication is kept, where the First Aid bags and supplies are held, and the evacuation exit points, route and assembly area. We believe that by having clear support structures available for all staff members, everyone feels they have a clear understanding of their duties which contributes to a positive work culture and a high level of professionalism at our service.
- They are also reminded or made aware of our interactions with the children, procedure. The relieving staff are encouraged to ask questions and seek assistance from any of the other permanent preschool educators.
- The Preschool maintains consistency of staff across the week for duties, Relief-from Face-to-Face teaching and where possible, casual teachers and SLSOs. When the permanent preschool staff are absent or sick, we have a bank of qualified casual relief staff for continuity of programs and for students and families to also build relationships with these familiar educators. This ensures that children and their families are familiar with the staff that are working with their children. Pictures of all the permanent preschool staff

and regular support staff and their title is displayed in the foyer area of the preschool. A *Staff on Premises roster* is also displayed at the front entrance of the preschool notifying the parents of whom is on the premises throughout the day.

| Standard 7.2 Effective leadership build and promotes a positive organisational culture and professional learning community. | | |
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| 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

There is an effective self-assessment and quality improvement process in place.

- At our preschool we ensure that we embed a practice of regularly monitoring, reviewing and planning to improve our service practice. Time is provided for the educators to reflect, review and evaluate aspects of the QIP. Every several weeks during the whole school PL (Tuesday after school) time is provided for the educators to work on our identified improvements of the QIP. During our weekly critical reflection time and team meetings the educators also discuss, review and write progress notes of the QIP as needed. At the end of our preschool team meetings the educators identify areas that we do well and areas that need improvement. These ideas are documented on individual post-it-notes and are available for all staff to contribute to anytime. At the end of each term the preschool educators are provided with a planning day. On the planning day the focus is the QIP including the improvements, collating information from other stakeholders about the QIP and reviewing the QIP against the NQS. On these planning days the preschool program continues, and the children are supervised by casual staff that are familiar to the children and our preschool routine.
- We provide many opportunities for key stakeholders to provide input into our QIP. We regularly meet with and seek advice from our P-2 Initiatives Officer to support the reflection and review of the QIP, the improvements and any other matters related to our service and practice. In 2021, financial assistance was also provided to our school by Early Learning giving the preschool educators time to work toward reviewing and updating the QIP self-assessment, working toward our improvement goals and professional learning that supports our continuous improvement. A suggestion box is provided on the Parent shelf for feedback from the families. Group

specific (current and beginning families) questionnaires and spontaneous conversations, a P-6 staff survey and program/service evaluation from the children (children's drawings and discussions) is also given out. Any information provided is reviewed and used toward service improvements/Quality Improvement Plan (QIP) and review of the preschool philosophy. An example is when we created a goal around communication with families and parents due to feedback received. Families indicated they wanted further information and a digital platform was investigated. The Seesaw app was successful at keeping families informed during and after the Covid lockdowns. The families shared they would recommend this continues for future families to ensure open and effective communication.

- Feedback from families is respected and valued and supports us in our cycle of continuous improvement. Critical reflection of all feedback is looked at by the whole team during meetings. An example of where parents feedback guided a QIP improvement, was after the Covid-19 pandemic. The educators and leaders spoke to families through phone calls to provide support for the wellbeing and development of their child and the family. Nearing the end of the year, the educators questioned/surveyed families to reflect upon if they felt supported and what could be done better for the future. Some families felt they needed more communication about their child on return to preschool and as the year progressed especially as the COVID restrictions continued. The educators reflected on this suggestion, reviewed the ways we communicate with the families during the COVID pandemic where parents had limited access to the preschool. The educators continued to communicate with the families through phone calls, email and short one on one meetings (abiding by the DoE COVID guidelines). However, to continue improving we decided that the preschool educators research, upskill and implement ways to communicate with the families digitally. This formed a 2021 QIP Improvement goal.
- In 2018 the preschool was involved in the Canley Vale Public School's first External Validation (EV) process. The preschool teachers attended the EV PL, were part of the reflection processes and self-assessment of the preschool against the School Excellence Framework. The two preschool teachers worked with the schools' executive teams to complete the preschool's areas of strength within the External Validation document.

7.2.2

The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.

- Our educational leader/principal has been a part of our school since mid-term three, 2020. Once she began at our school, she completed the *Leading and managing department preschools* online modules. This allowed our principal to have a deep understanding of the National Quality Framework which includes the Education and Care Services National law, Education and Care Services National Regulations, The National Quality Standard, the Assessment and Rating process and the National Approved Learning Framework. This thorough preparation for the role as the nominated supervisor, educational leader and responsible person has supported her to have the knowledge in leading our preschool.
- The preschool AP provides an additional layer of leadership support as she is given one day off a week to provide opportunities for discussions with educators (PDP discussions, supervisor observation), provide mentoring (promotion of PL opportunities), lead

meetings (team meetings, critical reflection), provide information to families (through the newsletter and email), induction of new staff and families to our service and to keep operational documentation up to date. The principal and the preschool AP have regular communication (emails, Sentral messages, meetings) to inform, update and provide information about our preschool. As the weeks progressed and the principals' knowledge of the preschool developed, she began providing feedback, support and suggestions of improvement for our service. The preschool AP attends the weekly executive meetings and fortnightly AP meetings (with the P-2 DP) to share information about the preschool and provide school information to the preschool staff. The principal also supports and mentors the preschool AP to further develop her leadership skills and knowledge by encouraging the preschool to be part of the external validation process, School Plan, present professional learning on the What works best document and by providing readings on leadership.

- Our principal gives the preschool educators opportunities to further develop and deepen their knowledge to lead, develop and implement the program and planning cycle. The educators can do this by attending training and development provided by the DoE throughout the year (this includes a series of webinars, TEAMS professional learning and network meetings) to support the Early Years Learning Framework and National Regulations. We are encouraged by executive staff and given opportunities to attend relevant professional development within the school, electronically (via webinars) and out of the school. Our preschool team also shares ideas, types of documentation and are involved in professional dialogue and reflection of the program and management of the service. This is done formally through meetings or informal conversations. The educators have access to mentors in the school to help with programs e.g., music expert and ICT expert and the learning and support team (LaS). The preschool is always encouraged to be part of the P-6 school through events, celebrations, staff meetings, leadership opportunities and roles within the school (Strategic Direct and extra-curricular teams).
- Our principal also supports the preschool teachers to get to know the families and the children to further strengthen the relationships with the preschool community. This was especially difficult during the COVID pandemic where guidelines restricted the preschool orientation process for the new families and children of the following year. To support the continuation of our orientation program under the restrictions of COVID, the principal gave the teachers two days off class to individually call the new families. During these phone calls the teachers had the opportunity to introduce themselves, introduce the family to the preschool and get to know the child, the family and additional information. Interpreters were also provided to support this communication process.
- When not under COVID restrictions, in term two the preschool teachers are also given two days off class to hold formal mid-year parent-teacher interviews with the families. During the interviews the teachers discuss the child's interests, strengths and future goals. This is also an opportunity for the family to discuss their child and a time to get to know their child's teacher. At any time when the permanent educators are away the executive team provides casual staff that are familiar to the preschool and the children and families, where possible.
- An adequate budget is provided allowing educators to reflect, review successes and plan for improvements. The budget also allows us to make improvements throughout the year. We follow the school's procedures for ordering resources and equipment. A preschool

budget is allocated every year to replace broken equipment and purchase new resources and make necessary improvements within the preschool.

7.2.3

Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

- A collegial relationship between staff supports the mentoring and development of professional goals. Through the PDP (Performance and Development Plan) process, staff determine shared and individual goals. During this process all P-6 educators conference with their supervisor on reaching their performance goals. These conferences occur throughout the year to monitor and reflect on achieving these goals. One educators' goal was to develop her skill with using ICT. By having this goal in her PDP, she and her supervisor were looking for PL opportunities to help develop her skills. She was also guided through and given many opportunities to use and practise her learning that included independently joining ZOOM and TEAM meetings, registering and participating in online PL and being introduced to other online communication tools like 'Seesaw'. As the year progressed her knowledge, skill and competence of this goal strengthened and was achieved.
- The educators shared/individual goals derive from the QIP (for example self-regulation/PAX program), the children (for example inclusivity), the program (for example First Australians) the families and the upskilling of educators (for example introducing and implementing Seesaw). In 2021 the educators have all included a goal toward developing positive attitudes, learning skills and strategies to support the inclusion of children with additional needs. The teachers and LaS team attended an online *Inclusion forum* presented by Early Learning that included guest speakers and workshops. This information and learning were also passed on to the other educators of the preschool. By upskilling ourselves each educator will increase the wellbeing of the child, the family and themselves to provide a culture of inclusivity. Another example was the 2020 QA5 QIP goal that introduced and supported the deeper understanding of the Code of Ethics and United Nations Convention on the Rights of the Child (UNCRC) to the preschool educators. This goal gave us opportunities to hold our own learning and discussions of this topic and to attend the *Ethics in Action* PL presented by our P-2 Initiatives Officers that included our preschool community network. After this deeper learning we recognised that this practice was embedded in our pedagogy however was not specifically acknowledged anywhere. This reflection prompted us to make the Code of Ethics and UNCRC more visible. This was where The Code of Ethics was included in the Orientation Parent Information pack and included in the review of our preschool philosophy.
- All the educators seek and attend professional learning to support their goals. The principal supports the learning and development of each educator's goal by providing time and funding to attend the professional learning. All the Early Childhood teachers at our preschool are accredited at Proficient level and are required on completion of each professional learning session to evaluate the outcomes of the learning and the material presented. This is documented through the NESA registration. The School Learning

Support Officers (SLSO) also set professional goals to work toward throughout the year. Through the PDP process the individual teacher chooses a colleague or supervisor to observe a goal in practice and to provide feedback on their performance and practice. There is a requirement through the PDP process to self-assess the goals both mid-year and at the end of the year this is completed by each individual educator. In 2020 an SLSO identified that she needed to further develop her skill and practice when working with children with speech difficulties. The SLSO provided class support to the speech therapists during group times and would watch the online speech lessons that were provided to the families (during the COVID pandemic). As the year progressed and the SLSOs skills strengthened she felt comfortable and confident to use those learnt skills spontaneously in her everyday teaching and interactions with the children.

Step 3: Improvement Plan

| Standard /Element | Purpose- What is the reason for focusing on this goal? | | |
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| 7.1.3 | When the Principal is not on site the Senior Executive leaders (Deputy Principals) do not have a comprehensive understanding of leading a DoE preschool. | | |
| Goal or outcome What will we do differently? What will our work achieve? What does this look like for children, families or community? | Steps or strategies How will we achieve our goal or outcome? | Who and when? Who will lead transformational change and when do we expect to achieve this? | Progress notes What strategies and evidence have been used to milestone progress and when did these occur? |
| The senior leaders of our school (Deputy Principals) will have a clear understanding of their role, responsibilities and expectations. | | | |

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| <p>When the nominated supervisor, educational leader and responsible person (the principal) is off site, those next in charge are familiar and confident with their roles and responsibilities when leading the preschool.</p> <p>All stakeholders will have a leadership team that is confident with their roles and responsibilities to lead the preschool.</p> | | | |
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