

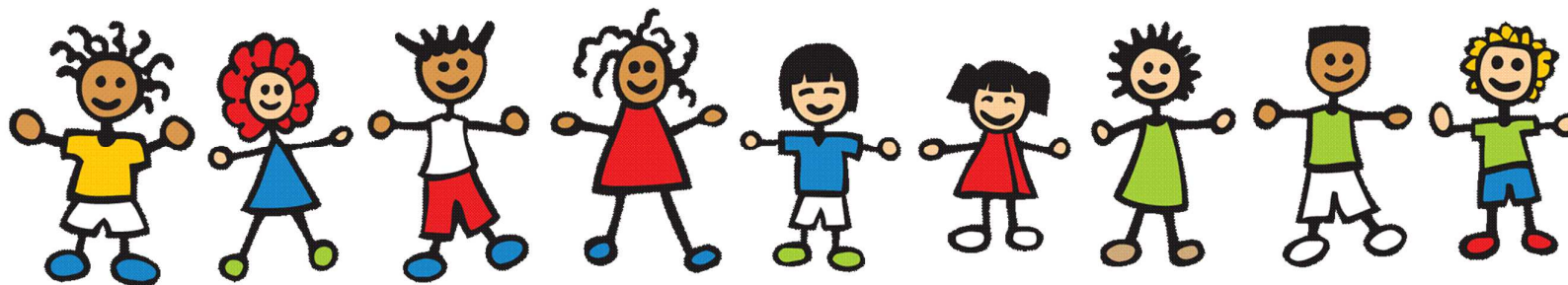


Australian Children's
Education & Care
Quality Authority



Government of South Australia

Department of Education and
Children's Services



The Pines School Based Preschool

Quality Improvement Plan (2017)

Service details

Service name	Service approval number
The Pines School Based Preschool	SE-00011041
Primary contact at service	
Principal: Ms Cherie Collings Teacher: Ms Maria Battisti	
Physical location of service	Physical location contact details
Street: 42 Andrew Smith Drive Suburb: Parafield Gardens State/territory: South Australia Postcode: 5107	Telephone: 08 8281 2199 Mobile: Fax: 08 82815858 Email: cpc.info87@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Department of Education and Child Development (DECD) Telephone: 08 8226 1000 Mobile: Fax: Email:	Name: Cherie Collings Telephone: 08 8281 2199 Mobile: Fax: 08 8281 5858 Email: cherie.collings609@schools.sa.edu.au
Postal address (if different to physical location of service)	
Street: P.O. Box 576 Suburb: Salisbury South State/territory: South Australia Postcode: 5106	

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided.

For centre-based services, this does not include non-contact hours for staff. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

For family day care services or multi-site services, please provide the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8.30am	8.30am	8.30am	8.30am	8.30am		
Closing time	15.10pm	15.10pm	15.10pm	15.10pm	12.00pm		

Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

Provide additional information about your service—parking, school holiday dates, pupil-free days etc.

- The Pines School Based Preschool is on site of the Pines School, The Pines Child Care Community Centre and Out of School Hours Care.
- There is a staff car park on the school premises and street parking is available. The Preschool is part of the school's pupil free days, school closure days and school holidays. The days set aside for 2017 are: Tuesday 13th of June, Friday 18th August, Monday 4th of September.
- The Preschool has a category 1 index. The enrolments of both School and Preschool are characterised by high levels of ATSI and EALD children and vulnerable at risk children with a range of complexities, including poverty, disability and learning difficulties.

How are the children grouped at your service?

Group A: Children attend Monday/Tuesday all day (8.30am - 3.10pm) and alternative Friday mornings (8.30am - 12.00pm) during the odd weeks of the term (Weeks: 1,3,5,7,9)

Group B: Children attend Wednesday/Thursday all day (8.30am - 3.10pm) and alternative Friday mornings (8.30am - 12.00pm) during the even weeks of the term (Weeks: 2,4,6,8,10)

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. 'Nominated Supervisor, Cheryl Smith')

Nominated Supervisor: Cherie Collings

Certified Supervisor, Educational Leader & Teacher: Maria Battisti (1.0)

Certified Supervisors & Teachers: Lucy Hlatshwako (1.0), Dianne Duggan (.6) & Miriam Solano (.6)

Service statement of philosophy

At the Pines School Based Preschool, we believe that children learn best when they are able to have choices and control over their learning that supports and ensures involvement and engagement as powerful learners. When children are active participants in their learning, they gain new understandings about the world around them. This occurs when learning experiences are play based, hands on, and links to real life contexts. As Educators, we ensure that each child's interests are supported and incorporated into the curriculum for successful learning to occur. We believe it is essential to provide children with opportunities to exhibit their curiosity, creativity and dispositions as powerful learners.



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. In school age care services, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

Quality Area 1: Standards and elements

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	
	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, and confidence as learners and effectiveness as communicators.
	Element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
	Element 1.1.4	The documentation about each child's program and progress is available to families.
	Element 1.1.5	Every child is supported to participate in the program.
	Element 1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.
Standard 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
	Element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	Element 1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
	Element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

Quality Area 1: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)
1.1	section 168 Offence relating to required programs
1.1	section 323 Approved learning framework
1.1	regulation 73 Educational programs
1.1	regulation 75 Information about the educational program to be kept available
1.1	regulation 76 Information about educational program to be given to parents
1.2	regulation 74 Documenting of child assessments or evaluations for delivery of educational program

Quality Improvement Plan for QA1

Summary of strengths for QA1

Strengths	<u>Standard 1.1</u>
	<ul style="list-style-type: none"> ❖ The Pines School Based Preschool uses the approved learning framework - '<i>The Early Years Learning Framework - Belonging, Being and Becoming</i>'. We use the Framework for planning, observing, assessing, evaluating and reporting. It is used to inform and support teaching and learning programmes at our Preschool. The principles, practises and learning outcomes assist us in designing, implementing and evaluating inclusive and balanced learning journeys for each child at the Preschool. (Elements: 1.1.3, 1.1.6) ❖ Our learning environment is a balance of child initiated learning and intentional teaching, through a play based curriculum and in accordance to the Early Years Learning Framework's learning outcomes, principles and practices. Children are also able to explore, imagine, create, problem solve and develop social groups. Children are given time and space they need to discover, practise and revisit. We invite children to find their own learning journey through their prior knowledge and interests. (Elements: 1.1.1, 1.1.3, 1.1.6) ❖ The Preschool also incorporate intentional group experiences which identifies and support children's individual needs in terms of their learning and dispositions. These intentional group experiences enable us to respond to children's ideas, curiosity and emerging knowledge/skills. (Elements: 1.1.2, 1.1.5)

- ❖ Educators encourage children to actively explore, question, take risks and invite children to find their own learning journey. **(Element: 1.1.2)**
- ❖ Referrals at DECD special services are made to support children with special rights. Individual learning plans are formulated and additional resources put in place to support these children. **(Elements: 1.1.2, 1.1.5)**
- ❖ Children who have special rights, are under the Guardianship of the Minister, or identified cultural diversity, are supported by Educators, including Preschool Support Workers and Bilingual Support Workers to participate in the learning program. **(Elements: 1.1.5)**
- ❖ Information is derived from questionnaires completed by Parents at the time of enrolment, data collated on the Early Years System (EYS) and regular formal/informal discussions. Educators use the information collected about each child as the basis for the curriculum planning. Each child's learning is regularly evaluated and new goals set. **(Elements: 1.1.1, 1.1.2, 1.1.5)**
- ❖ As Educators, we provide children with a high quality, safe, and welcoming environment that allows children to have a sense of belonging, ownership, and to take risks. We understand and acknowledge that children come to our centre with a diverse range of experiences, ideas and beliefs and come from a range of cultural, social and economic backgrounds. **(Elements: 1.1.1, 1.1.2, 1.1.6)**
- ❖ We respond to children's interests and needs throughout the session. Children are encouraged to ask for resources to support with their decision making, learning and creativity. Children's ideas are valued and implemented where appropriate. **(Elements: 1.1.3, 1.1.6)**
- ❖ We ensure the programme and learning environment are flexible, that children are able to find their own learning journey and also shape their achievements in different ways. **(Elements: 1.1.1, 1.1.2)**
- ❖ We have a set routine, however within our routine; we are very flexible and responsive to children's needs. We use the "rolling snack and lunch" approach, whereby children are able to have their snack/lunch any time during the designated time. Children are able to interact and have conversations with others at the table. We also leave the table set up for the day for children to have snack at any time. **(Elements: 1.1.3)**
- ❖ Educators at all times make themselves available for informal and formal discussions with families at the beginning and end of the session. Parents are encouraged to make a time with an Educator if they would like to discuss their child's learning progress in detail. **(Element: 1.1.4)**

- ❖ Parents receive newsletters three times a term. The newsletters contain photos of children's work, achievements and learning at Preschool and any upcoming/relevant information in the Preschool/School community. The newsletters are also linked to the EYLF outcomes and the Preschool literacy and numeracy indicators. **(Element 1.1.4)**
- ❖ The Preschool communicate programming to parents through displays, which indicate the planned curriculum. This information is also presented in the newsletters, emails and the 'The Pines Skoolbag app' for smartphone users. **(Element: 1.1.4)**
- ❖ Children are encouraged and supported to reflect on their learning with their families. **(Element: 1.1.6)**
- ❖ At the Preschool, we celebrate and acknowledge specific cultural celebrations. **(Element: 1.1.2)**

Standard 1.2

- ❖ Educators meet regularly to discuss, reflect and plan for children's learning. We have implemented teams in the Preschool, whereby one Educator and Co-Educator each have a group of children that they observe, plan for and support children's learning and achievement over the year. Each team bring their observations, experiences and knowledge of the children to these meetings to share information. **(Elements: 1.2.1, 1.2.3)**
- ❖ Data on children's learning and development is collected each term. First term at Preschool, information is collected through appropriate assessment, including fine motor skills, Phonological Awareness Skill Mapping (PASM), numeracy and literacy skills and Ann Baker's 4 Top 5 of Numeracy. Goals and learning outcomes are formulated from data collected and children are grouped according to their skills/needs. In term four, information is collected again to measure distance travelled and growth in each individual. **(Element: 1.2.1)**
- ❖ Each child's learning and involvement is acknowledge and documented in their portfolio, which is always available to children and their families. Systems are in place to assist the Educators in planning for children's developing interests, dispositions, strengths and needs. These systems involve learning stories, observations, samples of work, photographs and a computer based data collection system called 'MiniMarkit'. These documents and information are linked to the EYLF learning outcomes, Preschool indicators of literacy and numeracy and the 4 Top 5 of numeracy. **(Element: 1.2.3)**
- ❖ Observations and the Educators everyday interactions with children, enable information about the child, their dispositions, knowledge and abilities to be gathered and recorded. **(Element: 1.2.2)**

- ❖ Individual Learning Plans (ILP) is developed for children who are identified at risk. These plans are communicated to the parents and learning goals are established for each child. This may lead to referral to Support Services. **(Element: 1.2.1)**
- ❖ Individual Learning Plans are also developed for all Indigenous children and children under the Guardianship of the Minister. ILP's are developed for all children with special needs. Parents receive copies of these plans and are part of the ongoing cycle of planning. **(Elements: 1.2.1, 1.2.3)**
- ❖ Each term we document children's learning progress (for example: name writing, pencil grip, cutting, self-portrait drawings). These templates are a great way of viewing and acknowledging each child's achievements throughout the Preschool year and to also monitoring distance travelled. With this information at hand, we offer children extra support via small group work with an Educator and/or Co-Educator. **(Element: 1.2.1)**
- ❖ Each family at the Preschool receive two written reports of their child's learning and development, a First Term Report and a Statement of Learning Report in term four. In term two, parents are invited to discuss their child's progress and any other information relevant to their child's learning experiences with their focus Teacher. In term four, families receive a completed report, term reflection and Statement of Learning Report, which with parental consent is also forwarded to the child's school. **(Element: 1.2.1)**

Key improvements sought for QA1

Areas identified for improvement:

Consistent collection of data and observations are paramount for planning, programming, reflecting, assessing and reporting for all learners at the site.

As a site, we continue to reflect on our practices involving the cycle of planning. We reflect on the challenges of how to achieve this with 100 children and part time Educators / Co-Educators. Our focus this year has been the need to develop and implement a reflective practice and process for documentation of ongoing improvement for every child. Systems and processes needs to be put into place which allows all Educators to track and monitor individual as well as groups of children.

Standard / Element	What outcome or goal do we seek?	Priority L/M/H	How will we get this outcome (steps)	Success measure	By when?
Standard 1.2 Element 1.2.1	Consistent observations, evaluation and reporting practices for all children to inform our planning cycle. To develop a working system that is easily understood by all Educators.	H	<ul style="list-style-type: none"> ❖ All Educators to become familiar with the cycle of planning, such as setting aside time during staff meetings (Wednesdays) to reflect on progress and contribute to program. ❖ All Educators will be encouraged to critically reflect on their practice and to engage in regular daily professional conversations. ❖ All Educators will use the planning cycle to: <ul style="list-style-type: none"> - Collect observations / generate questions of children's emerging interests/ideas and learning - Plan learning experiences with purpose and expected goals/outcomes - Act on the planned learning experiences - continually observe and monitor children's response, skills and learning journey - Reflect on programming, children's learning and add to or modify experiences if required 	<ul style="list-style-type: none"> ❖ There is a visible connection between our collection of observations/data and planning of children's learning needs and emerging interests. For example, individualised learning stories, floor books for each group, written jottings at our staff meetings, annotated photo displays, and spontaneous written observations on 'post-it-notes' ❖ Continue to be involved in regular up to date training for MiniMarket. 	Ongoing

			<ul style="list-style-type: none"> ❖ All Educators to become familiar with the new 'MiniMarkit' data collection system which all sites in the Hollywood, Lakes and Garden Partnership are currently using as a way to track and monitor children's learning journey. 		
Standard 1.1 Element 1.1.1	To improve literacy and numeracy learning for all children.	H	<ul style="list-style-type: none"> ❖ All Educators to become familiar with the Preschool Indicators for Numeracy and Literacy by: <ul style="list-style-type: none"> - Allocating resources to enable children to have an increased participation and engagement in literacy and numeracy - A balance between intentional and unintentional learning experiences which enables children to explore mathematical/English concepts in a play based environment - Planning for intentional teaching of phonological awareness whereby children are divided into 'English groups' according to their PASM results. These groups focus on developing skills and knowledge of syllables, rhyming and initial sounds. 	<ul style="list-style-type: none"> ❖ All Educators are using the language of the literacy and numeracy indicators with children in the learning environment ❖ Literacy and numeracy goals are highlighted in the programme ❖ Children's literacy and numeracy have developed and improved over the year ❖ Learning stories, observations inputted into our 'observations sheets' for each child. 	Ongoing
Standard 1.1 Element 1.1.6	To broaden our knowledge of Reggio Emilia principles and acquire strategies as a way to enhance the learning environment for children to become active explorers and thinkers (powerful learners).	H	<ul style="list-style-type: none"> ❖ Gathering information, professional discussions, reflecting on our current practices. ❖ Contact the Director at Halifax Street Children's Centre for a possible tour of the Centre 	<ul style="list-style-type: none"> ❖ Richer learning opportunities are provided in the learning environment ❖ Learning stories, observations, documentation of planning. 	Ongoing

			<p>❖ Contact Trish Tranfa (Project Officer for the South Australian Childhood Collaborative Project) for further information about Reggio Emilia approaches.</p>		
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Progress Notes:

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.

Quality Area 2: Standards and elements

Standard 2.1	Each child's health is promoted.	
	Element 2.1.1	Each child's health needs are supported.
	Element 2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.
	Element 2.1.3	Effective hygiene practices are promoted and implemented.
	Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
Standard 2.2	Healthy eating and physical activity are embedded in the program for children.	
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
Standard 2.3	Each child is protected.	
	Element 2.3.1	Children are adequately supervised at all times.
	Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
	Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.



Standard/element	National Law (section) and National Regulations (regulation)
2.1.2, 2.3.1, 2.3.2	section 165 Offence to inadequately supervise children
2.3.2	section 167 Offence relating to protection of children from harm and hazards
2.1.3, 2.1.4, 2.2.1	regulation 77 Health, hygiene and safe food practices
2.2.1	regulation 78 Food and beverages
2.2.1	regulation 79 Service providing food and beverages
2.2.1	regulation 80 Weekly menu
2.1.2	regulation 81 Sleep and rest
2.3.2	regulation 82 Tobacco, drug and alcohol free environment
2.3.2	regulation 83 Staff members and family day care educators not to be affected by alcohol or drugs
2.3.4	regulation 84 Awareness of child protection law
2.1.4, 2.3.3, 2.3.4	regulation 85 Incident, injury, trauma and illness policies and procedures
2.1.4, 2.3.3, 2.3.4	regulation 86 Notification to parents of incident, injury, trauma and illness
2.1.4, 2.3.3, 2.3.4	regulation 87 Incident, injury, trauma and illness record
2.1.4	regulation 88 Infectious diseases
2.1.4	regulation 89 First aid kits
Standard/element	National Law (section) and National Regulations (regulation)

2.1.1, 2.1.4, 2.3.2	regulation 90	Medical conditions policy
2.1.1, 2.1.4, 2.3.2	regulation 91	Medical conditions policy to be provided to parents
2.1.1, 2.1.4	regulation 92	Medication record
2.1.1, 2.1.4	regulation 93	Administration of medication
2.1.1, 2.1.4	regulation 94	Exception to authorisation requirement— <i>anaphylaxis or asthma emergency</i>
2.1.1, 2.1.4	regulation 95	Procedure for administration of medication
2.1.1, 2.1.4	regulation 96	Self-administration of medication
2.3.3	regulation 97	Emergency and evacuation procedures
2.3.3	regulation 98	Telephone or other communication equipment
2.3.2	regulation 99	Children leaving the education and care premises
2.3.1, 2.3.2	regulation 100	Risk assessment must be conducted before excursion
2.3.1, 2.3.2	regulation 101	Conduct of risk assessment for excursion
2.3.1, 2.3.2	regulation 102	Authorisation for excursions
	Related requirements	
2.3.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.1.1, 2.3.2, 2.3.3	regulation 161	Authorisations to be kept in enrolment record
2.1.1, 2.1.4, 2.3.2, 2.3.3	regulation 162	Health information to be kept in enrolment record

2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.3	regulation 168	Education and care service must have policies and procedures
2.1.3, 2.2.1, 2.3	regulation 168(2)(a)	Policies and procedures are required in relation to health and safety, including matters relating to: (i) nutrition, food and beverages, dietary requirements; and (ii) sun protection; and (iii) water safety, including safety during any water based activities; and (iv) the administration of first aid
2.1.4, 2.3.3	regulation 168(2)(b)	Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with regulation 85
2.1.4	regulation 168(2)(c)	Policies and procedures are required in relation to dealing with infectious diseases, including procedures complying with regulation 88
2.1.1, 2.3.3	regulation 168(2)(d)	Policies and procedures are required in relation to dealing with medical conditions in children, including the matters set out in regulation 90
2.3.3	regulation 168(2)(e)	Policies and procedures are required in relation to emergency and evacuation, including the matters set out in regulation 97
2.3.2	regulation 168(2)(g)	Policies and procedures are required in relation to excursions, including procedures complying with regulations 100 -102
2.3	regulation 168(2)(h)	Policies and procedures are required in relation to providing a child-safe environment
2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 177	Prescribed enrolment and other documents to be kept by approved provider: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92
2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92

Quality Improvement Plan for Q2

Summary of strengths for QA2

Standard 2.1

- ❖ On enrolment, children's health, medical, dietary and cultural needs are discussed and appropriate management strategies are put in place. **(Element: 2.1.1)**
- ❖ Parents are required to return the completed medical management plan for their child's health need and provide the Preschool with medication prescribed by the child's practitioner, on the first day their child attends the Preschool. **(Element: 2.1.1)**
- ❖ At the time of enrolment, Parents are required to provide the Preschool their child's immunisation records. If there is an occurrence of an infectious disease, then a child who is not up to date with their immunisations or information was not provided, will be excluded from the site until further notice (known as an exclusion period). The 'protecting children from vaccine preventable diseases' is an Department of Education and Child Development (DECD) policy. **(Element: 2.1.4)**
- ❖ Children with health and medical needs have health care plans developed in partnership with Health Professionals, for example: asthma plans & anaphylaxis care plans, continence plans and health care support plans for children with ongoing illness. The Health Support Planning and the CHES websites are used to obtain health plans and further information. **(Element: 2.1.1)**
- ❖ Children's information along with their photos and health care plans are displayed in the office, kitchen and roll book for all Educators and relief staff to see. The medication cupboard is located in the office which safely stores children's medication. Each child's medication is clearly labelled with the child's photo in individual containers. Medication expiry date is reviewed at the end of each term (we have a checklist system in place). Medication is kept out of children's reach and in a locked cupboard. We also have a spare asthma kit if an emergency arise. **(Element: 2.1.1)**
- ❖ A medication record recommended by NQF Regulations (168 (2) (8)) will be kept and the following details filled in: child's name, name of medication, Dosage (how much and how often), time of administration, parents signature, indication that the medication was administered, staff/signature. **(Element: 2.1.4)**

- ❖ Children who require on-going prescribed medication must be accompanied by medication authority consent to be completed by a Medical Practitioner. Staff may administer medication as directed by the Medical practitioner. Staff will not administer over the counter medication, unless it has been prescribed by a Medical Practitioner and accompanies a label on the medication and also medical management plan with time and dosage. **(Elements: 2.1.1, 2.1.4)**
- ❖ When administering medication, two Educators are present and follow the correct protocol. They check that they have the correct medication, labelled with the child's name, with the dosage amount clearly stated and that the medication is still within the used by date. This information must also be cross referenced with the child's medication authority /management plan (located in our medical record folder in the office). Once administered, both Educators must record and sign in the child's medication record sheet. This must then be shown to the child's parents for them to sign. **(Elements: 2.2.1)**
- ❖ If children are unwell during a session, we ensure they are rested, monitored consistently and a parent/caregiver or emergency contact is notified to discuss on further action or to collect the child if required. **(Elements: 2.1.1, 2.1.2)**
- ❖ If a child is injured and requires first aid, Educators follow the first aid procedure, the injury is also assessed and appropriate treatment is carried out. The first aid cupboard is always in full supply. The injury is recorded in our First Aid Folder and parents are informed of the incident/injury either by phone call, in person, or in response to the yellow card which says, 'please see staff member' attached to their child's information pocket. This covers all bases when trying to inform Parents. After they have been informed by an Educator, the Parent signs the recorded injury in the First Aid Folder. If a Parent has not been informed of their child's injury on the day due to other factors (i.e. child collected by OSHC or Childcare at the end of the session) we notify the Parent with a phone call and/or voice message. In case of a head injury, Parents/Caregivers are notified immediately. The child is monitored closely until the end of the session or in some cases until the child is collected by the Parents/Caregivers. **(Element: 2.1.4)**
- ❖ All records are confidentially stored for the specified period of times as required by the Education and Care Services National Regulation (SA) and then archived at the end of each year in the 'Secured Archive Room' located on The Pines School premises. **(Element: 2.1.4)**
- ❖ The Child and Family Health Service (CAFHS) provide our families with an opportunity to utilise their service (4 year old health check) here at the Preschool each term. Further information is provided to our families who are unable to attend. Our Preschool also provides access to other health professionals including, Speech Pathologists and Occupational Therapists. **(Element: 2.1.1)**

- ❖ The learning environment supports children opportunities to rest in a designated quiet area for relaxation. Allocated time is set aside in the Preschool program for relaxation after lunch with relaxation music. Children who feel tired or sleepy at any time are able to rest while monitored by staff. Educators support children who are upset or distressed by talking through issues and comfort, enabling children to become calm. **(Element: 2.1.2)**
- ❖ Children are encouraged to be independent in toileting, and Educators will support if necessary. A list of children who may require assistance and a roster is kept in the office. A continence plan is developed in consultation with Parents and other support agencies. **(Element: 2.1.2)**
- ❖ Parents are notified about any infectious diseases that are identified at the Preschool and are provided with information via handouts, newsletters, emails and the Skoolbag app. **(Element: 2.1.4)**
- ❖ Children are supervised and monitored for hand washing practises. Before snack and lunch times and after messy activities, Educators are always supervising children when they are washing their hands. Children are explicitly taught steps of hand washing practices and visual aids are displayed in the bathroom. **(Elements: 2.1.1, 2.1.3)**
- ❖ Children's toilets are cleaned and floors swept at lunch time and at the end of the day. Tables are cleaned before lunch time at the end of each session with disinfectant. Carpets are vacuumed before relaxation time. **(Element: 2.1.4)**

Standard 2.2

- ❖ Healthy eating and physical activity are embedded in the programme for children. On enrolment, families are informed of the Preschool's healthy eating policy, with copies available on the Preschool's website and our parent information book. **(Elements: 2.2.1, 2.2.2)**
- ❖ Healthy eating and physical activities/experiences are promoted through the educational programme. For example, growing fruits and vegetables in our Preschool garden and also using the produce in cooking experiences. **(Elements: 2.2.1, 2.2.2)**
- ❖ Children eat snack and lunch at a designated area so that Educators can monitor their food and encourage children to eat their healthy food first. All Educators follow food handling procedures. Children are explicitly shown the routine of snack and lunch (wash hands, collect lunch box, collect drink bottle, mark off name on the visual checklist, sit at table, put rubbish/food scraps in the correct bin, pack away belongings). **(Element: 2.2.1)**

- ❖ Storage of children's lunches are kept in the fridge located in the activity room, or if parents have requested a different arrangement. **(Element: 2.2.1)**
- ❖ Drinking is encouraged by children bringing their water bottles and also providing drinking water. Educators remind children about drinking water throughout the day. Children at snack and lunch time are encouraged to bring their water bottles at the table. **(Element: 2.2.1)**
- ❖ Families are responsible for providing children's snacks and lunches. A note is sent home to families to encourage healthy eating options. **(Element: 2.2.1)**
- ❖ Each morning, Educators inspect the outdoor area which involves raking the sandpit, bark areas, checking equipment, car tyres and wooden pallets. Educators are aware of the need of creating a safe environment for children. **(Element: 2.2.2)**
- ❖ At the Preschool, our learning environments foster enjoyment and motivation by play experiences that cater for individual interests, skills and abilities. Our outdoor learning programme provides a variety of fixed and movable equipment and loose parts resources (i.e. car tyres, crates, natural items). Children become explorers, team workers and creative thinkers. Also our outdoor learning environment promotes the development of gross motor skills (i.e. balls, hoops, climbing and balancing equipment). **(Element: 2.2.2)**
- ❖ A variety of fine motor activities such as threading, cutting, drawing, playdough and painting are always provided. Activities are presented for all children to participate and modified for children with additional needs. **(Element 2.2.2)**

Standard 2.3

- ❖ Each child is protected. Appropriate Educator child ratios are maintained and children are supervised at all times. Rosters are followed to ensure appropriate ratios are manifested, as well as ensuring that educators have appropriate lunch break. Timetables/rosters are on display in the office, main room and activity room for visual ease of access **(Elements: 2.3.1, 2.3.4)**
- ❖ Children are explicitly taught the safety rules of inside and outside play at Preschool. These rules include: waiting for a Teacher to be outside (lining up at the door once the Teacher arrives), wearing a hat in accordance to our hat policy (no hats required during term 2,

- week 6 to term 3, week 6), letting a Teacher know if something has happened/any issues and also moving safely inside and outside the Preschool. **(Element: 2.3.2)**
- ❖ A roll book is completed in the morning. Educators support children who may require assistance during separation times. Appropriate strategies are also put into place with parents' consultation. **(Element: 2.3.4)**
 - ❖ Every morning before children arrive at Preschool, equipment, resources and the indoor/outdoor environment are visually checked. Any broken items or unsafe items are removed and/or School Groundsman is notified. The sandpit and bark chips are raked thoroughly and car tyres check (with gloves) each morning. **(Element: 2.3.2)**
 - ❖ OHS&W audit is conducted every year at the Preschool. Playground equipment and resources are audited annually. **(Element: 2.3.2)**
 - ❖ Emergency evacuation and invacuation plan and procedures are in place and displayed within the setting. With the School, these procedures are reviewed annually. Children at the Preschool practise these procedures twice a term. Children are provided with visual support cards and guidance during the practice lessons. **(Element: 2.3.3)**
 - ❖ All Educators have undertaken and accordingly update their "Responding to Abuse and Neglect Training", "Child Protection Curriculum", "CPR update Training", "First Aid", "Asthma & Anaphylaxis Training". Photocopies of training certificates completed by Educators at the site are kept in the office, located in a locked filing cabinet. **(Element: 2.3.3)**
 - ❖ Educators inform other families enrolled of the need to prohibit any items. Which may present a hazard to the child through newsletters, display board and display notice (Notice under The Education and Care Services Regulations (173 (2) (f))). **(Element: 2.3.2)**
 - ❖ All hazards are reported to the Line Manager (School Principal) and then recorded on the Hazard Register for actioning. **(Element: 2.3.3)**



Key improvements sought for QA2

Areas identified for improvement:

Implementing the new DECD policy, 'protecting children against vaccine preventable diseases" which require Parents to show evidence of their child's immunisation record.

Continue to strengthen healthy eating and hygiene practices at the Preschool. Develop a common understanding between Educators and families.

Standard / Element	What outcome or goal do we seek?	Priority L/M/H	How will we get this outcome (steps)	Success measure	By when?
Standard 2.1 Element 2.1.4	<p>Inform all families about the new DECD policy of 'protecting children from vaccine preventable diseases.'</p> <p>Comply with the policy and ensure systems are in place to ensure all Educators know the procedure involved and children who are not up to date with their immunisation schedule.</p>	H	<ul style="list-style-type: none"> ❖ Inform all families at the Preschool (via handouts and emails) about the new DECD policy which explains the requirement to sight children's immunisation records. Explain that records must be available for sighting by the end of term 1, 2017. ❖ Children who are not up to date with their immunisations will be excluded from the Preschool until further notice. ❖ Also inform new families for next year about the requirement via mail and email. 	<ul style="list-style-type: none"> ❖ All records will be entered onto the Early Years System (EYS) as required by DECD. 	<p>End of term 1, 2017</p> <p>Ongoing</p> <p>Ongoing</p>
Standard 2.2 Element 2.2.1	<p>Continue to inform and support children and families about ways of keeping healthy by the following:</p> <ul style="list-style-type: none"> - Maintain and display the Preschool's Nutrition Policy - Provide friendly reminders and ideas about food choices for snack and lunch 	H	<ul style="list-style-type: none"> ❖ Revise and update the Preschool's Nutrition policy. Have discussions at staff meetings and forward amended changes to Governing Council. Provide families with a copy of our nutrition policy via handouts, email and skoolbag. Also have the policy readily available in our 'Preschool Policies Folder' displayed on the Parent Information shelf. 	<ul style="list-style-type: none"> ❖ Children's packed snack and lunch reflects our Nutrition Policy and healthy eating/drinking choices. ❖ Learning stories, photos and newsletters reflect on child's eating and drinking choices at the Preschool. 	Ongoing

	- Investigate 'eat a rainbow' programme		<ul style="list-style-type: none"> ❖ Provide families with regular information in newsletters and handouts about healthy drinking and eating choices ❖ Inform new families at the time of enrolment about food ideas for their child/ren (provide handouts). ❖ Educators to research the 'eat a rainbow' programme on internet to generate information and locate contact numbers. 	<ul style="list-style-type: none"> ❖ All Educators are aware of the 'eat the rainbow' programme and are working towards implementation. 	
Standard 2.1 Element 2.1.3	To improve and support children's independence and skills in health and hygiene practices.	M	<ul style="list-style-type: none"> ❖ Reinforce and model good hygiene practices at group times and throughout the daily routine. This includes: <ul style="list-style-type: none"> - Sneezing and coughing into arm - Washing hands with soap and dry with paper towels - Appropriate steps to hand washing and using the toilet. ❖ Display visuals in the bathroom which shows clear step by step procedures for children to follow and put into practice. 	<ul style="list-style-type: none"> ❖ All children have a common understanding and participate in hygiene practices at the Preschool. ❖ Children are using the visual steps displayed in the bathroom to assist them with appropriate steps to using the toilet and washing hands 	Ongoing

Progress Notes:

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.

Quality Area 3: Standards and elements

Standard 3.1	The design and location of the premises is appropriate for the operation of a service.	
	Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
	Element 3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	
	Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
	Element 3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.
Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	
	Element 3.3.1	Sustainable practices are embedded in service operations.
	Element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

Quality Area 3: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)
3.1.2	regulation 103 Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104 Fencing and security
3.2.2	regulation 105 Furniture, materials and equipment
3.1.1	regulation 106 Laundry and hygiene facilities
3.1.1	regulation 107 Space requirements—indoor
3.1.1	regulation 108 Space requirements—outdoor space
3.1.1	regulation 109 Toilet and hygiene facilities
3.1.1	regulation 110 Ventilation and natural light
3.1.1	regulation 111 Administrative space
3.1.1	regulation 112 Nappy change facilities
3.2.1	regulation 113 Outdoor space—natural environment
3.1.1	regulation 114 Outdoor space—shade
3.1.3	regulation 115 Premises designed to facilitate supervision
3.1.2	regulation 116 Assessments of family day care residences and approved family day care venues
3.1.1	regulation 117 Glass (additional requirement for family day care)
	Related requirements

	Part 3 of the National Law: Service Approval	
regulation 25	Additional information about proposed education and care service premises	
Regulations 41-45	Service waiver and temporary waiver	

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths	<u>Standard 3.1</u>
	<ul style="list-style-type: none"> ❖ The Pines School Based Preschool is on site with The Pines School. We also have strong relationships with OSHC and the Childcare Centre - respectively, they drop off children at the start of the Preschool session and we take them back at the end of the session. Being on site with the School enables us to utilise other resources, such as the School oval, hall, library and playground. Every Friday at Preschool, children are able to borrow one book at the Library to take home for a fortnight. (Element: 3.1.1) ❖ In 2014, the Preschool received maintenance funding, allowing upgrade for extension to the outdoor shed and re-painting to the indoor/outdoor doors. The extension allows Educators safely navigate around the shed carefully and collect/move/store equipment at ease. (Element: 3.1.1) ❖ The indoor space has a relatively large mat area for activities/learning time, and also a wet area for arts/craft/painting/box constructions. The mat area also has a smartboard which is also used for learning time and technological learning experiences. The Preschool also has multiple play spaces for table top activities/children's interests/home corner/relaxation corner/book corner. The Preschool has 3 children's toilets, 2 hand basins and a hand dryer. Heating and cooling is efficient. (Element: 3.1.1) ❖ There is an office, which in 2014 was upgraded with the Amalgamation Funding. The office provides Educators space for administration duties, preparation work, storage of confidential information and other resources. There are four computers, a printer and a meeting table. The office is also used for staff lunches. There is also a kitchen, store room, verandah, and we also utilise the junior primary activity room for Playgroup, small group activities, speech work, as a withdrawal room and as extra play space if weather is permitting.

- The Preschool also has a key pad door which leads to the School front office, staff toilets, and a disabled toilet which also has a nappy changing facility. **(Elements: 3.1.1, 3.1.3)**
- ❖ Both the indoor and outdoor environments are flexible, which encourages children to self-select learning experiences and are supported to spend time exploring activities. **(Element: 3.1.3)**
 - ❖ The School Groundsman checks and maintains the Preschool indoor and outdoor areas. Educators also maintain all areas on a daily basis (for example, watering the plants, garden bed, raking the sandpit). **(Element: 3.1.2)**
 - ❖ The outdoor verandah also provides shelter and various table top activities children have access to at all times. The verandah is also used by parents as a waiting and meet/greet area upon arrival at Preschool. **(Element: 3.1.1)**
 - ❖ Children's toilets/tables are cleaned and disinfected and floors swept at lunch time and also during session times if necessary. Cleaning maintenance at the end of each day is managed by the Southern Cross Cleaning company. **(Element: 3.1.2)**
 - ❖ Educators inspect the outdoor areas each morning as they set up the learning areas. Any damaged equipment is removed from play areas for repair or disposal. **(Element: 3.1.2)**
 - ❖ All furniture, materials and equipment are age appropriate and are regularly checked for safety, wear and tear. Tables are wiped down at the end of each day, and resources (for example home corner tools, constructions) are cleaned and disinfected at the end of each week. At the end of each term, tables and chairs are wiped down and cushion covers and table cloths are disinfected and washed. **(Element: 3.1.2)**
 - ❖ The outdoor space has access to the indoor children's toilets. The outdoor area is also fenced off with three access points (gates) to the Preschool. The gates have a self-locking system, which is out of reach of children and only accessible by adults. One gate leads into the School and Junior Primary playgroup, the other gate leads into the main road (this gate is locked at all times and is used for delivery trucks to top up the sandpit/bark), and the other gate, which is the main gate used by parents when arriving at Preschool. **(Elements: 3.1.1, 3.1.2, 3.1.3)**

Standard 3.2

- ❖ Children's interests/ideas are recorded in our "floor books" and are extended and programmed into the learning environment. As part of the Reggio Emilia principle, children's voices are heard and responded to (i.e. interests are extended and resources provided, children ask for materials/resources to use in their play). Children are also invited to add resources in the environment and are asked, "what do you want to do in this space?" **(Elements: 3.2.1, 3.2.2)**
- ❖ The indoor area promotes a sense of belonging by recognising and valuing each child as an individual, for example: each child has a name card, access to a locker for their bag, access to the cooler bag for their water bottle and also access to the fridge (located in the JP Activity Room) to store their lunch. Each family has access to their information pocket and there is also a parent information board located inside and outside the Preschool with various pamphlets/brochures/newsletters/past and current notices/QIP on display. At the kitchen bench, there is a Parent communication diary for Parents to write down relevant information Educators need to know, and there is also a sign out sheet for Parents who collect their child before the end of the Preschool session. **(Element 3.2.1)**
- ❖ The outdoor learning environment allows for multiple uses and active learning, and is also used by Playgroup on Wednesday mornings. As a team, we have begun to re-develop a "natural play space" for children to explore, create, plan and manipulate resources in their learning. The outdoor area has a few mature trees which creates shade over the swings and wooden benches. There is also a wooden platform structure which provides a "secluded play area" for children to imagine, pretend and initiate various group games/discussions. We also have natural logs and 'loose parts' (car tyres) for children to manipulate and use in their play experiences.
- ❖ The outdoor learning environment currently has a balance of bark chip soft fall (often used for climbing equipment), artificial lawn (often used for circle games, constructions), asphalt (often used for chalk drawing, building, bean bag games), and a sandpit which is covered by a pergola, surrounded by large rocks, and has access to two wooden storage boxes for sandpit tools. There is also a water course which leads into the sandpit - often used in hot weather for wet sandpit play. **(Elements: 3.2.1, 3.2.2)**
- ❖ Consumables (such as collage materials, boxes, paper) are re-stocked daily or as necessary to ensure all children have access to learning resources for their learning experiences. Parents are encouraged to donate unused recyclables such as boxes, fabrics, paper etc. **(Element: 3.2.2)**
- ❖ Educators are involved with the children's play. Educators support children in personal decision making, facilitating and extending their play where appropriate. **(Element: 3.2.2)**
- ❖ Indoor and outdoor learning environments are set to ensure a balance of active learning and also support group and individual learning - activities are open ended which fosters creativity and imagination. **(Element: 3.2.2)**

- ❖ There is a balance of learning experiences for children to have a go at – such as sensory, physical, social, creative, imaginative and dramatic play experiences. Activities are presented and offered at different arrangements (i.e. tall/small tables, small chairs/stools/cushions/couch, mat, rug, out under the verandah, on the lawn, at the painting easels). This enables the environment to be responsive to each individual learning style/need. **(Element: 3.2.1, 3.2.2)**
- ❖ Educators provide a variety of activities and choices which ensure that children have opportunities to build on existing knowledge and develop new skills and experiences. **(Element: 3.2.2)**
- ❖ Outdoor materials (i.e. tree logs, car tyres, pebbles) are often brought into the indoor learning environment to maximise their use and explore their properties. **(Element: 3.2.2)**

Standard 3.3

- ❖ The Preschool has a raised garden bed which is regularly used for planting fruits and vegetables. There is also a shed which equipment and other outdoor resources are housed. **(Elements: 3.3.1, 3.3.2)**
- ❖ Environmental appreciation/awareness and sustainability is very important at the Preschool. We ensure children care for the environment by watering the plants and garden patch, turning taps off after use, and also sort food scraps and waste into the three bins (recycle, compost, waste) during snack and lunch time. **(Elements: 3.3.1, 3.3.2)**
- ❖ In 2015, The Northern Area Waste Management Authority visited the Preschool to explain and demonstrate the importance of 'reducing, reusing and recycling'. We extended this by asking children to bring in a plastic bottle from home and re-creating the plastic bottles into something new (such as a trinket box, piggy bank). This activity showed children that items at home can be re-used into something different. Parents are also encouraged to bring in reusable boxes/materials which can be used by children at the collage table. **(Elements: 3.3.1, 3.3.2)**
- ❖ Children are also encouraged to be observing in their natural environment, by noticing the changes in weather, garden, trees, plants and to think about what they could do with sticks, leaves, bark, rocks. Children are also encouraged to observe the living environment – for

example: bugs, ants, butterflies and insects. We ask children questions such as, "What do you see?", "What do you think?" and "What do you wonder?" **(Element: 3.3.2)**

- ❖ The Preschool has a rainwater tank to assist our supply of water for our garden patch and to dampen the sandpit. **(Element: 3.3.1)**
- ❖ There is also a big outdoor compost bin, which children regularly use to transfer our food scraps into the compost bin. **(Elements: 3.3.1, 3.3.2)**
- ❖ The Preschool regularly hires animals from the Nature Education Centre. The children take an active role in looking after the animals while at Preschool. The Preschool also occasionally arranges visits from Animals Anonymous and The Northern Area Waste Management Authority. **(Element: 3.3.2)**
- ❖ The Preschool also regularly organises excursions to the Cleland Wildlife Park and the Adelaide Zoo **(Element: 3.3.2)**

Key improvements sought for QA3

Areas identified for improvement:

We wish to develop the outdoor area into an environment that will provide inviting play spaces for physical play, exploration and curiosity of natural resources and loose parts.

To further strengthen our sustainability practices in our curriculum.

Standard / Element	What outcome or goal do we seek?	Priority L/M/H	How will we get this outcome (steps)	Success measure	By when?
Standard 3.1 Element 3.1.3	We wish to develop the outdoor area into an environment that will provide inviting play spaces for physical play, exploration and curiosity of natural resources and loose parts.	H	<ul style="list-style-type: none"> ❖ All Educators to research about natural learning environments ❖ Financial commitment from funding ❖ Consultation from appropriate services, for example, our Groundsman and Facility Site Manager 	<ul style="list-style-type: none"> ❖ Children have access to the learning environment that fosters curiosity, questioning and team work. The environment will provide children with adventure, experimentation and in an environment rich and diverse in multi-sensory experiences. 	Ongoing
Standard 3.3 Element 3.3.1	Continue to promote and embed sustainable practices in the Preschool learning environment	M	<ul style="list-style-type: none"> ❖ Embed sustainable practices into our Preschool, such as, recycling food scraps, re-using materials and recycling paper. 	<ul style="list-style-type: none"> ❖ Children are active and involved their sustainable practices 	Ongoing

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Progress Notes:

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.

Quality Area 4: Standards and elements

Standard 4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.	
	Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.	
	Element 4.2.1	Professional standards guide practice, interactions and relationships.
	Element 4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
	Element 4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

Quality Area 4: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulation 169	Offence relating to staffing arrangements
4.1	regulation 118	Educational leader
4.1	regulations 119-120	Age and supervision requirements
4.1	regulations 121-124	Minimum number of educators required

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulations 125-128	Educational qualifications for educators
4.1	regulations 129-135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1	regulations 137-143	Approval and determination of qualifications
4.1	regulation 144	Family day care educator assistant
4.1	regulations 145-15	Staff and educator records—centre-based services
4.1	regulation 153	Register of family day care educators
4.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
	Related requirements	
4.1	section 161	Offence to operate education and care service without nominated supervisor
4.1	section 162	Offence to operate education and care service unless responsible person is present
4.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1	regulations 46-54	Supervisor certificates
4.2	regulation 55	Quality improvement plans
4.1	regulation 168(2)(i)	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.

Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths	<u>Standard 4.1</u>
	<ul style="list-style-type: none"> • Our Preschool staff consists of, 2 full time Teachers, 2 part time Teachers and 2 full time SSOs. Preschool Support Workers and Bilingual Support Workers are also employed. Appropriate ratio of Educator to children is adhered at all times to enhance children's learning and development and ensure their safety and wellbeing. Additional Educators are funded through the Universal Access Funding to allow core Educators to have non-contact time. (Element: 4.1.1) • Educator to child ratios are maintained at 1:10 as determined by the Department of Education and Child Development (DECD) at all times. (Element: 4.1.1) • The Teachers at the Preschool have a Bachelor of Early Childhood Education degrees (or equivalent), are approved to deliver a Preschool program, are certified supervisors, and are registered with the Teachers Registration Board of South Australia. All of the SSOs, Preschool/Bilingual Support Workers have a Certificate III or Diploma in Children's Services and approval to work by DECD. (Element: 4.1.1) • All full time and part time Educators at the Preschool have the relevant and up to date training/qualifications in providing first aid, CPR, responding to abuse and neglect, Asthma and Anaphylaxis management and a history screening check. (Element: 4.1.1) • The School Principal (Cherie Collings) monitors expiry dates and updates staff training certificates through the HR Management Information Portal (Element 4.1.1) • Each Educator at the Preschool has a photo displayed on the board, visible for families and our Preschool community to see. This display board also includes photos of each member in The Pines School Leadership team (this consists of the Principal, Assistant Principal, Student Learning Leader and Student Wellbeing Leader). The nominated supervisor and certified supervisors are clearly visible on the display board. (Element 4.1.1) • Our Educators follow a roster system to provide efficient supervision of children inside and outside the Preschool. The Educators who are rostered for outside supervision in the morning are then rostered for inside supervision in the afternoon and vice versa. There is

always one Educator who is the designated 'floater' to provide extra support/supervision in all areas of the Preschool. The Preschool routine is flexible and all Educators are able to adapt to sudden changes at ease. The roster system is negotiated with all Educators and maintains fairness and flexibility at all times. **(Element: 4.1.1)**

- The Preschool uses regular relief staff to maintain consistency and familiarity for children and families **(Element: 4.1.1)**

Standard 4.2

- Regular staff meetings are held (Wednesday after school), which all Educators are encouraged to attend. Staff meeting agendas are accessible in the office and Educators can add to at any time. Staff meeting minutes are located in office accessible for all Educators to read. Responsibilities for running the meeting are shared and rostered. **(Element: 4.2.1)**
- During staff meetings, time is allocated for all Educators to be involved in planning and reflecting the Preschool's learning program. Educators are encouraged to share information about children, interests and any other ideas for consistency of information across the team. **(Element: 4.2.3)**
- Educators work collaboratively to plan and implement educational programs. Educators work as a team to exchange information about children and the program through informal conversations and at weekly staff meetings. **(Element: 4.3.3)**
- Each Educator knowledge and skills are acknowledged, valued and shared. **(Element: 4.2.3)**
- All Educators, visitors, children, families and volunteers at the Preschool are acknowledged, treated with respect and in a positive manner. Confidentiality is kept at all times. **(Element: 4.2.1)**
- Communication diaries are utilised to communicate important information. Educators also make conscientious efforts to keep each other informed. **(Element: 4.2.2)**
- Educators are involved in ongoing professional development sessions/workshops to build on current understandings of Early Childhood practices, theories and methodologies. **(Element: 4.2.2)**

- Staff performance meetings are both formal and informal and learning goals are documented. **(Element: 4.2.2).**
- Educators are encouraged to be involved in committees, Site Learning Team, Governing Council, Literacy etc. ensuring common understandings are developed across the site. **(Element: 4.2.2.)**

Key improvements sought for QA4

Areas identified for improvement:

All Educators to develop a clear understanding of relevant frameworks to maximise knowledge, skills and practices.

Standard / Element	What outcome or goal do we seek?	Priority L/M/H	How will we get this outcome (steps)	Success measure	By when?
Standard 4.2 Element 4.2.1	All Educators to have a clear understanding of National Quality Standards, National Regulations and Guide to Quality Standards, Early Years Learning Framework, and Early Childhood Australia Code of Ethics	H	<ul style="list-style-type: none"> ❖ Personal reading and sharing of relevant information ❖ Copies of guides and practices available 	<ul style="list-style-type: none"> ❖ Educators to share ideas and questions ❖ Peer support and tutoring evident 	<p>Agreed that QIP will be available to all Educators in central area (office)</p> <p>Educators are involved in fortnightly meetings discussing the QIP and NQS.</p>
Standard 4.2 Element 4.2.2	Educators and Co-Educators working collaboratively, supporting and learning from each other to further develop their skills, knowledge and practices through 2017.	H	<ul style="list-style-type: none"> ❖ Discussions during staff meetings and professional development workshops/sessions during the year. 	<ul style="list-style-type: none"> ❖ Educators developing knowledge by working together to gain understanding of pedagogy and curriculum innovations. 	

Progress Notes:



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 kind free children to explore the environment and engage in play and learning

Quality Area 5: Standards and elements

Standard 5.1	Respectful and equitable relationships are developed and maintained with each child.	
	Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
	Element 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	Element 5.1.3	Each child is supported to feel secure, confident and included.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
	Element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
	Element 5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
	Element 5.2.3	The dignity and the rights of every child are maintained at all times.



Quality Area 5: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
5.2	section 166	Offence to use inappropriate discipline
5.1, 5.2	regulation 155	Interactions with children
5.2	regulation 156	Relationships in groups
	Related requirements	
5.1, 5.2	regulation 73	Educational program
5.1, 5.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1, 5.2	regulation 162(2)(j) 155 and 156	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations

Quality Improvement Plan for QA5

Summary of strengths for QA5

Strengths	<u>Standard 5.1</u>
	<ul style="list-style-type: none"> ❖ All Educators believe that building positive and trusting relationships with children forms basis for successful and effective learning to occur. The relationships we develop with children and families are valued and maintained through formal and informal conversations and acknowledgment of achievements. This strengthens our relationships and creates a "Preschool Family". (Element: 5.1.1) ❖ Educators are responsive to children's interests, needs and emerging questions and Educators engage in active listening/conversations with the children. (Element: 5.1.1)

- ❖ We are currently investigating the Reggio Emilia principle that children are able to 'take risks'. We therefore ensure there is a balance between stepping in and observing their learning, which supports children to develop a sense of security, independence and confidence. **(Element: 5.1.3)**
- ❖ We have core Educators at the Preschool, which foster consistency in children's learning, our relationships and expectations. Familiar Educators on a daily basis across the week ensures children feel safe and secure in their learning environment. **(Element: 5.1.2)**
- ❖ We create an atmosphere that encourages our children and Parents to freely speak to Educators at any time. Families and children are also encouraged to contribute to our learning program through written and verbal feedback. This creates a sense of ownership for both children and families. **(Elements: 5.1.2, 5.1.3)**
- ❖ Children are encouraged to ask Educators for resources they need in their play space, to share their interests, emerging ideas and knowledge. **(Element: 5.1.2)**
- ❖ All Educators are aware that children come to Preschool from a variety of social/cultural backgrounds with different learning and support needs. As a team, we reflect and discuss on strategies we can utilise in our curriculum planning in order for children to become successful learners. **(Elements: 5.1.1, 5.1.3)**
- ❖ We have Bilingual and Preschool Support Workers to ensure that children with special rights are able to participate in a variety of learning experiences that our Preschool offers. **(Element: 5.1.3)**
- ❖ All Educators ensure that the learning environment is organised, set up and ready the day before for children's arrival each morning. This allows all Educators available each morning for children and families, whether it is to answer questions or to assist with children who have separation difficulties. **(Element: 5.1.3)**
- ❖ Children are greeted by responsive and cheerful Educators each morning. This provides a welcoming atmosphere and the opportunity for children to share with Educators their stories, news, or what they have done over the weekend. Educators also allocate time for children to present, share and talk about their experiences at group times. We also acknowledge and celebrate children's milestones (i.e. birthdays, special events, new siblings). **(Elements: 5.1.1, 5.1.2, 5.1.3)**

- ❖ Educators are always available to support and assist children who are experiencing difficulties separating from their parent/s. An Educator will then notify the parents via a follow up courtesy phone call, to let them know how their child is settling in at Preschool. **(Elements: 5.1.1, 5.1.2)**
- ❖ Further strategies are implemented for children who still experience difficulties settling into the Preschool environment, for example: meetings/discussions with parents to establish goals for success, implementing activities of interest, social skill activities, quiet area, and comfort tools. **(Elements: 5.1.1, 5.1.3)**
- ❖ We implement small literacy groups (based on our Term 1 Phonological Awareness Skill Mapping (PASM) data) in which all children participate. These groups aim to promote awareness and extend skills in rhyming and syllable segmentation. **(Element: 5.1.2)**
- ❖ We foster a sense of belonging and ownership at the Preschool. Each child who accesses Preschool hours (whether it is full time, part time, early entry), have their own learning portfolio, name card with photo, photo on our snack/lunch checklist, named information pocket and various work samples on display throughout the Preschool year. At group times, each child is acknowledged and greeted. **(Element: 5.1.3)**
- ❖ We ensure that all children feel safe, secured and supported through orientation sessions which are offered to children prior to starting full time Preschool. Children attend 2-3 orientation sessions (2 hours each session) to become familiar with Educators, peers and the routine. Families are also asked to choose a group (Group A or Group B) for their child before commencing full time Preschool. The child stays in the same group for the full year which provides consistency of not only Educators but their peers too. **(Element: 5.1.3)**

Standard 5.2

- ❖ The Early Years Learning Framework is used to plan an inclusive play based curriculum which enables each child to be supported in their learning and to develop relationships with their peers and Educators. Children are involved in large group, small group and one to one teaching/instruction and individual exploration and experimentation. Children at the Preschool are encouraged to initiate and construct their own learning, competencies and knowledge. We also use intentional and unintentional teaching practices to challenge, encourage, explore and collaborate with children to extend their play and learning. **(Element: 5.2.1)**

- ❖ Both the Preschool's indoor and outdoor learning environments enhances positive interactions for children to engage in various play spaces - including dramatic, physical and creative learning experiences. **(Element: 5.2.1)**
- ❖ Educators are responsive and aware of children's emotional wellbeing. Our learning environment has 'quiet calm down areas' and the activity room if the need arise. **(Element: 5.2.1)**
- ❖ Our learning program provides differentiated learning experiences. We respond and take on board children's interests, emerging and prior knowledge which is evident in various planned/incidental learning experiences, work samples documented in floor books. **(Element: 5.2.1)**
- ❖ Children are encouraged and valued in giving feedback and sharing experiences in their learning. Children have opportunities to celebrate and share their successes during the session and at group times. **(Element: 5.2.3)**
- ❖ Educators work with children in building positive relationships within the group. Educators explicitly teach and model to children what sharing, taking turns, being friends, using manners and looking after resources in the Preschool. **(Element: 5.2.2)**
- ❖ Educators also use the "You Can Do It" social skills program, which focuses on social skills, getting along, communication and emotional resilience. Children are encouraged to discuss and reflect on ways we can support, help and respect each other in the Preschool. **(Elements: 5.2.2, 5.2.3)**
- ❖ The Preschool "Site Behaviour Code" and associated expectations are consistent, age appropriate and cater for individual understandings. **(Element: 5.2.2)**
- ❖ We believe that children have a right to express their feelings and to be supported to develop positive behaviours that will support the development of friendships and the development of appropriate relationships with adults. **(Elements: 5.2.2, 5.2.3)**
- ❖ Educators provide opportunities and time with children for discussions about appropriate behaviour, problem solving, and supplying children with tools to react appropriately in different situations **(Element: 5.2.2)**
- ❖ Educators assist children to resolve conflict. This is evident through role modelling, visual aids, social stories, discussions and problem solving activities at group times **(Element: 5.2.2)**

- ❖ Educators are familiar with the Protective Practices document and the Child Protection Curriculum. **(Elements: 5.2.2, 5.2.3)**
- ❖ Educators support children to develop their autonomy and independence by encouraging them manage their own belongings and use safe hygiene practices **(Element: 5.2.3)**

Key improvements sought for QA5

Areas identified for improvement:

To improve quality interactions and conversations with children.

For all children to have a voice in the Preschool.

Standard / Element	What outcome or goal do we seek?	Priority L/M/H	How will we get this outcome (steps)	Success measure	By when?
Standard 5.1 Element 5.1.2	Improvement in the quality of interactions and verbal exchanges between Educators and children.	H	<ul style="list-style-type: none"> ❖ Ongoing professional conversations and questions about 'how' our interactions with children impact their learning and wellbeing. ❖ Opportunities for every child to have a voice. Have reflective conversations with children, where they have an active role. ❖ Observations of verbal interactions between Educator and children. 	<ul style="list-style-type: none"> ❖ Educators have daily positive interactions with individual children. ❖ All children are involved in conversations and their comments/questions are responded and scribed. 	Ongoing
Standard 5.1 Element 5.1.3	To support all children to feel confident, included and involved in the Preschool learning environment.	H	<ul style="list-style-type: none"> ❖ All Educators to be actively aware of children who do not engage in the learning environment and appear 'lost' ❖ Learning opportunities to be offered that support engagement and connection (this leads to developing a sense of belonging). 	<ul style="list-style-type: none"> ❖ Increased observations of children engaging with peers and building relationships ❖ Children being involved in the learning environment (for example, having a go at various activities). 	Ongoing

Progress Notes:



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.

Quality Area 6: Standards and elements

Standard 6.1	Respectful supportive relationships are developed and maintained.	
	Element 6.1.1	There is an effective enrolment and orientation process for families.
	Element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
	Element 6.1.3	Current information about the service is available to families
Standard 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.	
	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
	Element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
Standard 6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.	
	Element 6.3.1	Links with relevant community and support agencies are established and maintained.
	Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	Element 6.3.3	Access to inclusion and support assistance is facilitated.
	Element 6.3.4	The service builds relationships and engages with their local community.



Quality Area 6: Related sections of the National Law and National Regulations



Standard/element	National Law (section) and National Regulations (regulation)
6.1, 6.2, 6.3	regulation 157 Access for parents
	Related requirements
6.1, 6.2	section 172 Offence to fail to display prescribed information
6.1, 6.2, 6.3	section 175 Offence relating to requirement to keep enrolment and other documents
6.1, 6.2, 6.3	regulation 73 Educational programs
6.1, 6.2, 6.3	regulation 74 Documenting of child assessments or evaluations for delivery of educational program
6.1, 6.2, 6.3	regulation 75 Information about the educational program to be kept available
6.1, 6.2, 6.3	regulation 76 Information about educational program to be given to parents
6.1, 6.2, 6.3	regulation 80 Weekly menu
6., 6.2, 6.3	regulation 86 Notification to parents of incident, injury, trauma and illness
6.3	regulation 99 Children leaving the education and care service premises
6.3	regulation 102 Authorisation for excursions
6.1, 6.2, 6.3	regulation 111 Administrative space (centre-based services)
6.1	regulation 168(2)(k) Policies and procedures are required in relation to enrolment and orientation
6.1, 6.2, 6.3	regulation 171 Policies and procedures to be kept available
Standard/element	National Law (section) and National Regulations (regulation)
6.1, 6.2, 6.3	regulation 172 Notification of change to policies or procedures



6.1, 6.2, 6.3	regulation 173	Prescribed information is to be displayed
6.1	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1, 6.2, 6.3	regulation 181	Confidentiality of records kept by approved provider
6.1, 6.2, 6.3	regulation 182	Confidentiality of records kept by family day care educator
6.1, 6.2, 6.3	regulation 183	Storage of records and other documents

Quality Improvement Plan for QA6

Summary of strengths for QA6

Strengths	<u>Standard 6.1</u>
	<ul style="list-style-type: none"> ❖ The enrolment and orientation process for families in our community is effective at the Preschool. We have an "open door" policy whereby families are welcomed to drop by the Preschool any time to collect an enrolment package and talk to Educators. Other families in the community often phone in to arrange a time to meet with the Teachers and have a tour of the Preschool. (Element: 6.1.1) ❖ The Preschool has an effective enrolment and orientation process for families (Element 6.1.1): <ul style="list-style-type: none"> - Families are asked to complete a 'Preschool Enrolment Registration Form.' In accordance with the DECD Preschool Enrolment Procedure, this ensures local families are a priority. - Families are contacted in Term 3 to finalise/accept enrolment and are asked to bring in their child's proof of age documentation (i.e. birth certificate, CY Health Book or passport), and current up to date immunisation records. During this time, families receive a parent information booklet, are also asked to choose a group (Group A or Group B) and also to complete a questionnaire about their child. - We offer orientation visits in Term 4 prior to beginning full time Preschool the following year. Each child has the opportunity to attend 2-3 orientation visits at the Preschool (approximately 2 hours per visit).

- During Term 4, families are also able to attend an information session with all Educators available to respond to any questions or concerns.
 - Early in Term 1 (beginning of the Preschool year), we hold an acquaintance night in line with the School.
 - Enrolments for children with special rights, families are contacted to arrange a meeting with a Teacher to discuss and collect further information, documentation and intervention strategies about the child. The Teacher will liaise with the Preschool's Special Educator to negotiate levels of support and Individual Learning Plan (ILP) may be initiated.
 - For children experiencing separation anxiety, we develop and offer an amended program, such as a reduced session time (for example: the child starts with 2 hours at Preschool with Mother/Father, and time gradually increases in accordance to their comfort and wellbeing along with a gradual release of separation from Mother/Father).
 - Information, newsletters and current notes are provided to families in a range of way, such as the Skoolbag App, emails and/or printed hard copies. Families are asked (prior to child commencing full time Preschool) to choose which mode of communication they prefer to receive up to date information about the Preschool. We also have a Parent information board to display up to date events/learning at Preschool. There is also a display board of community information/pamphlets located under the verandah.
 - Families are informed that they can contact the Preschool on 8281 2199 or via our Preschool email address: cpc.info87@schools.sa.edu.au (Element: 6.2.2)
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- ❖ Parents are supported and encouraged to stay during their child's first few Preschool sessions. Sessions are tailored to individual needs when needed, for example: orientation visits, extended time or reduced session times. (Elements: 6.1.1, 6.1.2)
 - ❖ Educators endeavour to establish positive relationships with families and caregivers by being approachable and friendly. Families concerns, questions and queries are readily addressed by the staff. At the Preschool, we make families feel welcome by providing information sessions, encourage families to be part of the planning process for their child, through feedback sheets, surveys and regular discussion. Regular communication is an integral process through informal and formal chats, newsletters, work displays, telephone calls, interviews and portfolios. (Elements: 6.1.2, 6.1.3)
 - ❖ Families are invited to play and participate in the Preschool learning environment with the children. Families are involved in excursions, cooking and other special events (such as Book Week, Parents morning tea and Father's night). (Element: 6.1.2).
 - ❖ At times, the Preschool and the School offer workshops (regarding oral language and literacy, reading etc.) for families to attend. (Elements: 6.1.2, 6.1.3)



- ❖ Playgroup at the Preschool is also offered to families in our community every Wednesday morning (9am-11am). A Co-Educator employed at the Preschool operates Playgroup. This is a great avenue for families to get to know other families and also for families/children to smoothly transition into the Preschool environment. **(Elements: 6.1.1, 6.1.2, 6.1.3)**
- ❖ OSHC is also used by several families at the Preschool. As the Preschool is on the School site, this allows children who have older sibling/s in the School to be dropped off at OSHC and also collected from OSHC. An OSHC staff member drops off children in the morning at the Preschool and collects children going to OSHC at the end of the session. **(Element: 6.1.3)**
- ❖ DECD Preschool Enrolment Policy states that early entry to Preschool is available to children who identify as being indigenous or children under the Guardianship of the Minister from the time of their third birthday. **(Element: 6.1.1)**

Standard 6.2

- ❖ We value our relationship with our families at the Preschool. Families provide valuable insight into their child's way of learning, strengths, needs and interests. **(Element: 6.2.1)**
- ❖ During the enrolment process, families are asked to complete a questionnaire about their child, in regards to interests, abilities, cultural/family values and any issues/concerns they have about learning and development. Families are also asked to indicate how they would like to be involved in the Preschool, such as helping out with cleaning, preparing activities, sharing cultural items or cooking meals. The information is collated for Educators to use in their planning and families are followed up. **(Element: 6.2.1)**
- ❖ Cultural beliefs and values are respected and celebrated at our Preschool in a variety of ways, such as:
 - Celebrating significant cultural events, for example, Chinese/Vietnamese New Year, Diwali, Holi Festival of Colours, Harmony Day
 - Children are involved in the Early Learning Languages Australia (ELLA) whereby children learn a language other than English via play based apps on the iPads.
- ❖ We have a community board on display under the verandah which consists of community pamphlets and information about child development. We ensure that we respond and follow up any queries or concerns in a supportive manner. **(Element: 6.2.2)**

- ❖ Every child has a learning portfolio, which is on display and available for both children and families to look at. Parents are able to share and connect with their child/ren about their learning at Preschool. **(Element: 6.2.1)**
- ❖ Families are invited to a parent information session in Term 4, regarding their child's following year at Preschool. **(Element: 6.2.1)**
- ❖ Our families are welcomed to stay with their child/ren to support and settle them in. Families are also encouraged to volunteer at the Preschool, to assist with cutting and stocking up consumable, cleaning tables, stacking chairs. **(Element: 6.2.1)**

Standard 6.3

- ❖ Our connection with The Pines School includes attending assemblies, visiting the library and participating in transition programmes with Reception teachers. **(Element: 6.3.2)**
- ❖ There is also a Childcare Centre at close proximity, which many of our Preschool families use. We have developed a strong relationship with the Childcare staff. It is arranged that a Childcare staff member drops off children at the Preschool in the mornings, and a Preschool staff member returns children back to Childcare in the afternoons. **(Elements: 6.3.1, 6.3.4)**
- ❖ Transition meetings are an essential part of the Preschool/School program. This information provides all Educators with aspects of the child's journey, strengths and abilities and the basis of planning. Preschool teachers meet with the school principal to discuss school transition visits, Preschool data, and allocation of children into classrooms which strengthens continuity of learning. **(Elements: 6.3.2)**
- ❖ We endeavour to build close relationships with the School and participate in all school events and activities as well as utilise resources and areas, for example: assemblies, computer room, library borrowing. **(Elements: 6.3.1, 6.3.4)**
- ❖ Educators work with system and community agencies to support children and families with identified/special needs. We liaise with the Disability Coordinator, DECD Speech Pathologists, Autism SA, Intellectual Disability Services Council, NOVITA and CAFHS to support children's learning. Families are actively involved in the process of referral and Individual Learning Plans (ILP) meetings to ensure optimal learning outcomes. **(Elements: 6.3.1, 6.3.3, 6.3.4)**

- ❖ We have a working relationship with the Child and Youth Health (CAFHS) nurses. We host their service at the Preschool once a term. We also provide families with clinic dates and locations if they are unable to attend the dates offered at the Preschool **(Element: 6.3.1)**
- ❖ We work closely with case workers and families for children who are under the guardianship of the minister and are enrolled at the Preschool. Case workers and families work closely with the School Principal and Educational Leader to discuss goals and learning programs. **(Elements: 6.3.1, 6.3.4)**
- ❖ We provide support through the DECD bilingual program for children and families whom speak another language other than English. If a Bilingual Support Worker (BSSO) is unavailable for a particular language, we search for staff members and/or families in the community who can speak the language and support our families, for example, translating notes and other important information. **(Element: 6.3.2)**
- ❖ At the end of each Preschool year, all families receive a copy of their child's Statement of Learning. With parental consent, a copy of the Statement of Learning is sent to their child's School and a signed copy is archived at the Preschool. **(Element: 6.3.2)**
- ❖ At the Preschool, we host an acquaintance night at the beginning of the year. This allows Educators to get to know families, children and the wider community. The acquaintance night coincides with the school acquaintance night. We also host Grandparents Day and a Christmas Concert at the Preschool. These special events are well attended by families. It is an effective channel to involve the community and strengthen our partnerships. **(Element: 6.3.4)**
- ❖ We have a representative from the Preschool to attend the School Governing Council meetings, which is held twice a term. **(Element: 6.3.1)**

Key improvements sought for QA6



Areas identified for improvement:

For all families to have easy, effective and convenient access to current up to date information about the Preschool

Involve families to contribute to our curriculum.

Continue to maintain our working relationships with the school, OSHC and childcare centre to strengthen transitions processes for all children.

Standard / Element	What outcome or goal do we seek?	Priority L/M/H	How will we get this outcome (steps)	Success measure	By when?
Standard 6.1 Element: 6.1.3	For all families to have effective and convenient access to current information about the Preschool.	H	<ul style="list-style-type: none"> ❖ Ensure website is maintained and kept up to date (discussions with IT Support Officers - Chris and Mung). Ensure that newsletters and session timetables are uploaded regularly on the website for our current and future families. ❖ Discuss with Chris to set up emailing system for families who have indicated a preference for receiving up to date notes via emails ❖ Setting up a Preschool section on 'The Pines Skool Bag App' for smartphone users. Working closely with the School Well Being Leader who maintains and uploads information onto the App. 	<ul style="list-style-type: none"> ❖ Families are able to access information at a convenient time to them. 	<p>Ongoing</p> <p>April 2017 - Preschool section on the Skool Bag App is up and running. Notes uploaded regularly for families who have indicated preference for receiving information via the App.</p> <p>April 2017 - families are receiving up to date</p>



					notes about the Preschool via emails. Families who have indicated a preference for hard copy notes receive them in person or are placed in their information pockets.
Standard 6.2 Element: 6.2.1	Involve families to contribute to curriculum planning.	M	<ul style="list-style-type: none"> ❖ Provide a feedback book accessible for all families to record their thoughts and ideas. ❖ Develop a feedback form which can be attached to our learning programs when sent out to families ❖ Include information about our learning and curriculum in newsletters 	<ul style="list-style-type: none"> ❖ Families participating and sharing their ideas/skills in our learning environment ❖ Verbal and written feedback about their thoughts and ideas 	Ongoing
Standard 6.3 Element: 6.3.2	Continue to maintain our working relationships with the school, OSHC and child care centre to strengthen transition processes for all children.	M	<ul style="list-style-type: none"> ❖ Utilising the School oval, JP yard, hall and going for nature walks around the school for active/observation play and to gain familiarity of surroundings ❖ Library visits every Friday - children borrow one book to take home every fortnight 	<ul style="list-style-type: none"> ❖ All sites are maintaining conversations, communication of information and working relationship ❖ Collaboration with School Principal about transiting planning ❖ Families are satisfied, positive and confident about their child 	



			<ul style="list-style-type: none">❖ Preschool children are invited to attend school events, such as, sports day, performances, assemblies at the Hall❖ Preschool involved in termly whole site emergency procedures❖ Regular informal discussions with child care staff about children and their learning. Child care staff record who return to child care in the diary located on the kitchen bench.❖ Regular formal/informal discussions with OSHC staff about children who attend OSHC and effective transition processes❖ School Principal, Educational Leader and Preschool Teacher involved in class placement and organisation of transition visits.	transiting from Preschool to School, child care to preschool, preschool to OSHC	
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Progress Notes:

Quality Area 7: Leadership and service management

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, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

Quality Area 7: Standards and elements

Standard 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	
	Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
	Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
	Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
Standard 7.2	There is a commitment to continuous improvement.	
	Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.
	Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
	Element 7.2.3	An effective self-assessment and quality improvement process is in place.
Standard 7.3	Administrative systems enable the effective management of a quality service.	
	Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.
	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.

Element 7.3.5

Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.5	section 12	Applicant must be fit and proper person (provider approvals)
7.1.5	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.5	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.3.1	regulations 158-162	Attendance and enrolment records
7.1.5	regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
7.1.5	regulation 164	Requirement for notice of new persons at residence
7.3.1	regulation 167	Record of service's compliance
7.1.1, 7.3.1, 7.3.4, 7.3.5	regulations 168-172	Policies and procedures
7.3.1	regulations 173-176	Information and record-keeping requirements
7.3.1	Regulations 177-180	Prescribed records
7.1.1	regulations 181--184	Confidentiality and storage of records
	Related requirements	
7.1.5	regulation 14	Application for provider approval by individual
7.1.5	regulation 15	Application for provider approval by person other than an individual
7.1.5	regulation 16	Matters relating to criminal history
7.2.3	regulation 31	Condition on service approval - Quality improvement plan

7.1.5	regulation 46	Application for supervisor certificate
7.2.1, 7.2.3	regulations 55-56	Quality improvement plans

Quality Improvement Plan for QA7

Summary of Strengths

Strengths	<p>At the Pines School Based Preschool, Cherie Collings is the Nominated Supervisor, who is also the Principal at The Pines School. The Principal is committed to the development, leadership and management of the Preschool. The Principal complies with all administrative duties and also managing responsibly accountable to DECD and the Regional Director. The Principal regularly attends Partnership meetings and supports Professional Development sessions for all Educators.</p> <p><u>Standard 7.1: Effective leadership promotes a positive organisational culture and builds a professional learning community</u></p> <ul style="list-style-type: none"> • The Pines School Based Preschool is on site on The Pines School. Our Preschool is a part of the School's Governing Council. The School's Governing Council has a strong an active committee who ensure continuous and valuable improvement across the site. Governing Council meetings are held twice a term. (Element: 7.1.1) • The Governing Council encompass the finance, fundraising, canteen and Out Of School Hours Care (OSHC) committees. (Elements: 7.1.1, 7.1.3) • All preliminary changes/decisions in regards to policies/procedures in the Preschool are passed onto the Governing Council for consultation. (Elements: 7.1.1, 7.1.3) • Preschool Teachers attend whole School staff meetings (every Tuesday) as well as their own Preschool team meetings (every Wednesday). (Element: 7.1.3) • Preschool Teachers have opportunities to attend training and up to date Professional Development sessions in line with the whole School priorities and Preschool priorities. (Element: 7.1.4) • The Principal delegates responsibility and decision making of the day to day routine of the Preschool to the core full time Preschool Teachers, Maria Battisti and Lucy Hlatshwako. (Element 7.1.4) • At the Preschool, opportunities exist for all Educators to attend up to date training (such as, the Phonological Awareness Skill Mapping assessment tool, Preschool Indicators of Literacy and Numeracy, and Ann Baker's 4 Top 5 of Numeracy). The strong emphasis on training
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and development fosters a professional learning community, a collaborative work environment and effective implementation of new ideas in the Preschool. **(Elements: 7.1.3, 7.1.4)**

- Preschool team meetings are held once a week on a Wednesday after school, in which all Educators have allocated time to attend. These team meetings focus on sharing and collaboration of information in regards to training, children's needs, learning experiences, and also revisiting goals/expectations/policies/procedures for all Educators and children at the Preschool. **(Element: 7.1.4)**
- New Educators who join the team are shown around the Preschool; are provided with information about children's health or cultural needs; and also where medication and first aid supplies are stored. **(Element: 7.1.2)**
- At the Preschool, focus groups and literacy groups are allocated to Educators, in order to support targeted areas of development. Time is set aside for Educators to prepare resources, documentation and assessments. **(Element: 7.1.4)**
- All Teachers at the Preschool have approved qualifications. Most SSOs have a Certificate III or Diploma in Children Services. All copies of certificates and qualifications are filed in the Preschool Office. **(Element: 7.1.5)**
- The Preschool uses regular relief staff to maintain consistency and familiarity for children and families. If regular relief staff are unavailable, the Preschool uses an up to date relief list (from the Salisbury TRT Scheme). **(Element: 7.1.3)**
- If children are enrolling at the Pines School, their files are transferred to the School. **(Element 7.1.5)**

Standard 7.2: There is a commitment to continuous improvement

- All Educators at the Preschool are a part of the School's strong emphasis on continual professional improvement in order to support practices, programming and learning **(Element: 7.2.2)**
- All Educators are involved in our The Quality Improvement Plan (QIP), through informal and formal consultation and discussions. The QIP is reviewed on an annual basis, with implementation and reflection of goals. **(Element: 7.2.2)**
- All Educators participate in performance development meetings with their Line Managers. These meetings provide Educators along with their Line Managers the opportunity to discuss about ongoing professional development (in line with the School and Preschool priorities) and also personal improvement. **(Element: 7.2.2)**
- The Preschool continually reflects on their programming and learning experiences, which are recorded in the program reflection book. This provides valuable information for future planning **(Element 7.2.3)**
- The Preschool's philosophy, visions and practices are displayed in the Preschool. It has been collated with children and families with practice in mind. **(Element 7.2.1)**

Standard 7.3: Administrative systems enable the effective management of a quality service

- The site complies with all policies and DECD systems for confidential information storage. **(Element: 7.3.1)**
- The Preschool has an archive system in place, which involves children's records, financial records and centre based records. **(Element: 7.3.2)**
- All referrals for additional services are managed by the Preschool Educators and are maintained in the individual child's file, both electronically inputted in the Early Years System (EYS) and hard copies in their folder. Files are only accessed by appropriate personnel. **(Element: 7.3.2)**
- Effective management and administrative systems are in place to support the management of the School, including the Preschool which include:
 - the use of STAR Manager System to delegate operational and WHS tasks
 - the use of incident and response management system (IRMS) to record and document incidents and accidents
 - use of the Early Years System (EYS) to record and manage enrolment and attendance data,
 - use of ESAS for financial accounting
 - use of financial analysis and budgeting system (FABSNET) to develop and manage budgetary and financial requirements
 - the use FAMIS to track lodged maintenance
 - use of Human Resources (HR) system to manage staffing requirements
 - use of vacancies and selection and placement (VSP) to record and manage staffing
 - use of Preschool Data Collection system to manage and record data for children's learning development
 - The School manages all Bonafides, BAS, SASIF accounts, Resource Entitlement Statement (RES) and DECD online financial statement **(Element: 7.3.2)**
- All Educators in the Preschool have a DECD email address to use and access information from DECD and within the School Site
- The School keeps records of any volunteers, visitors or contractors that go into the Centre **(Element: 7.3.1)**.
- The Preschool is aware of the process for informing the regulatory authority of any relevant changes to the operation of the services of serious incidences and complaints which allege a breach of legislations. For example, the RA was informed via DECD for a waiver on the Preschool's capacity. **(Element: 7.3.3)**
- The Preschool has developed a procedure for addressing parental concerns of complaints which is in line with the School's Grievance Procedures. At all times, the site supports positive interactions and open door policies and families are aware of the grievance procedures and their rights in relation to grievances.

Key improvements sought for QA7

Areas identified for improvement:

We are committed to continuous improvement at our site.

All Educators to improve practice and engage in ongoing professional development.

Standard / Element	What outcome or goal do we seek?	Priority L/M/H	How will we get this outcome (steps)	Success measure	By when?
Standard 7.2 Element 7.2.2	All Educators to improve practice and engage in ongoing professional development (focusing on Reggio Emilia Principles and how to implement them into practice).	H	<ul style="list-style-type: none"> ❖ Research and readings about Reggio Emilia Principles - generating questions and discussions ❖ Implement new ideas/approaches into the Preschool learning environment ❖ Attending various Reggio Emilia workshops and reporting back to the team at staff meetings 	❖ Educators are confident and practice improves	<p>Ongoing</p> <p>May 2017 - Educators attended Reggio Emilia workshop at Christian Brothers College</p> <p>June 2017 - An Educator attended an Reggio Emilia PLC at Prospect Primary School</p>

Progress Notes:

