



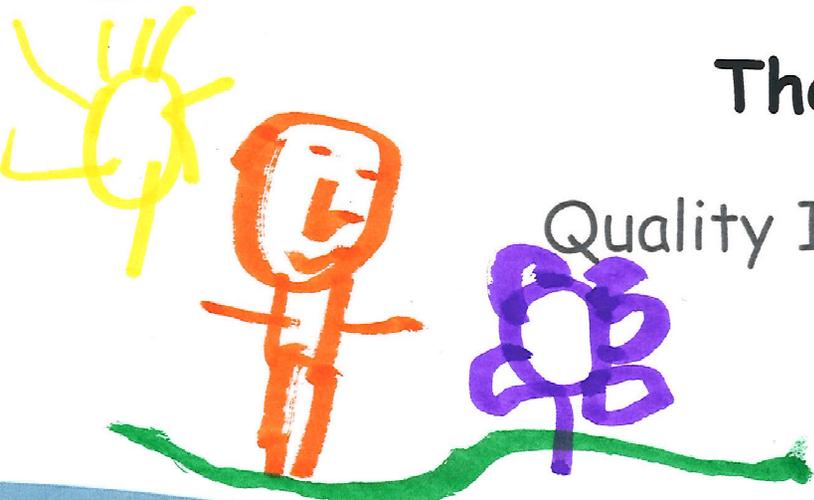
Government of South Australia

Department for Education



The Pines Preschool

Quality Improvement Plan (2018)



Australian Children's
Education & Care
Quality Authority

The National Quality Standard and Quality Improvement

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan.

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (r55) for each service that:

- includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard and the National Regulations; and
- identifies any areas that the provider considers may require improvement; and
- contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request

Service details

Service name		Service approval number	
The Pines School Based Preschool		SE-00011041	
Primary contacts at service			
Principal: Mrs Cherie Collings Teachers: Ms Maria Battisti & Mrs Lucy Hlatshwako			
Physical location of service		Physical location contact details	
Street	24 Andrew Smith Drive	Telephone	8281 2199
Suburb	Parafield Gardens	Mobile	
State/territory	SA	Fax	
Postcode	5107	Email	cpc.info87@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	Department for Education (DFE)	Name	Cherie Collings
Telephone	8226 1000	Telephone	8281 2199
Mobile		Mobile	
Fax		Fax	
Email		Email	Cherie.Collings609@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street	PO Box 576	State/territory	South Australia
Suburb	Salisbury South	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.

Describe the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

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.

Family day care services or multi-site services should list the operating hours of the service office.

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

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 at the Pines School, and is situated next to The Pines Child Care Community Centre and privately run 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 2018 are: Monday 30th April. Tuesday 12th June and other dates to be decided by Governing Council.
- 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)

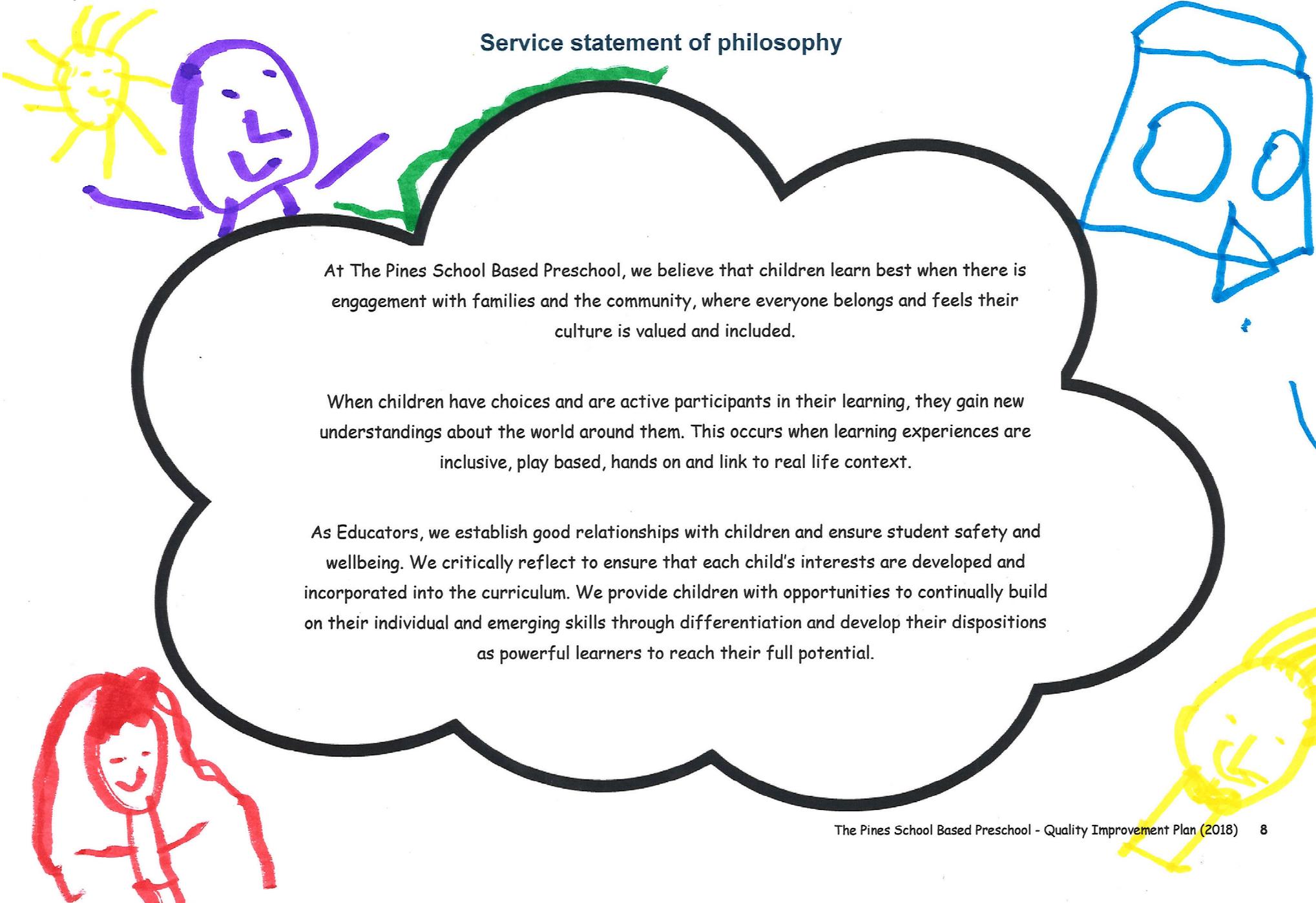
Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. 'Cheryl Smith, Nominated Supervisor)

Nominated Supervisor: Cherie Collings (Principal) & Sam Konnis (Deputy Principal)

Teachers: Maria Battisti (1.0), Lucy Hlatshwako (1.0), Dianne Duggan (.6), Miriam Solano (.6) and Emma Barone (.6)

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators: N/A



Service statement of philosophy

At The Pines School Based Preschool, we believe that children learn best when there is engagement with families and the community, where everyone belongs and feels their culture is valued and included.

When children have choices and are active participants in their learning, they gain new understandings about the world around them. This occurs when learning experiences are inclusive, play based, hands on and link to real life context.

As Educators, we establish good relationships with children and ensure student safety and wellbeing. We critically reflect to ensure that each child's interests are developed and incorporated into the curriculum. We provide children with opportunities to continually build on their individual and emerging skills through differentiation and develop their dispositions as powerful learners to reach their full potential.

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	The educational program enhances each child's learning and development.	
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
Standard 1.2	Educators facilitate and extend each child's learning and development.	
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.



Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	
Assessment and planning cycle	Element 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child's progress.

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

Standard/element	National Law (section) and National Regulations (regulation)	
1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.2.3	section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)
1.1.1	section 168(1)(a)-(b)	Program designed for each child
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	section 168(1)(c)-(d)	Program designed for each child
1.1.1, 1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	regulation 73	Educational program
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
1.3.1, 1.3.3	regulation 75	Information about the educational program to be kept available
1.3.3	regulation 76	Information about educational program to be given to parents
1.3.3	regulation 111	Administrative Space
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 155	Interactions with children



Standard/element	National Law (section) and National Regulations (regulation)	
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 156	Relationships in groups
1.3.1	regulation 177(1)(a)	Prescribed enrolment and other documents to be kept by approved provider – the documentation of child assessments or evaluations for delivery of the educational program
1.3.1	regulation 178(1)(a)	Prescribed enrolment and other documents to be kept by family day care educator – the documentation of child assessments or evaluations for delivery of the educational program
1.1.1	Regulation 254	Declared approved learning frameworks
1.3.1, 1.3.3	regulation 274A NSW	Programs for children over preschool age
1.3.1, 1.3.3	regulation 289A NT	Programs for children over preschool age
1.3.1, 1.3.3	regulation 298A Qld	Programs for children over preschool age

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths

- The Pines School Based Preschool uses the approved learning framework - *'The Early Years Learning Framework, Belonging, Being and Becoming'*. The Framework is embedded for planning, observing, assessing, evaluating and reporting. It is used to inform and support teaching and learning programmes. 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: 1.1.1)**
- We utilise the Reflect, Respect, Relate (RRR) framework. The EYLF is reflected in our programme plans, assessment and reporting processes including; the First Term Reports, Preschool Statement of Learning, individual learning plans, critical reflection/children's agency journals and annotated photographs/learning stories. These are collated in the children's portfolios and displays around the Preschool. Our learning environment is a balance of child initiated learning and intentional teaching, through a play based curriculum and in accordance to the EYLF's learning outcomes, principles and practices. Children are given choices, able to explore, imagine, create, problem solve and develop social groups. Children are given time and space they need to discover and practise skills. We give children choices to find their own learning journey, through their prior knowledge and interests. **(Elements: 1.1.1, 1.1.2, 1.1.3, 1.2)**
- Our learning programme and routines are based upon early childhood pedagogy and develop children's agency. We provide a mixture of inside and outside play experiences. We also provide spaces for quiet and more active play to reflect children's different learning dispositions. **(Elements: 1.1.1, 1.1.2, 1.1.3)**
- We engage with families and the community, valuing their voice. We celebrate and acknowledge specific cultural occasions and special days in our programme, through information sharing, displays and relevant learning experiences. **(Element: 1.1.2)**
- Our critical reflection of observations/data leads us to incorporating small group intentional experiences (i.e. fine motor, literacy and numeracy groups). This guides us to identify and support children's individual needs in terms of their learning and dispositions. These intentional group experiences also enable us to respond to children's ideas, curiosity and emerging

knowledge/skills. **(Elements: 1.1.2, 1.2.1, 1.2.2, 1.2.3)**

- Our Preschool is an advocate for our children to ensure they receive what they need for their development. Referrals at Department for Education (DFE) 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, 1.1.3)**
- 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 programme. **(Elements: 1.1.2, 1.1.3)**
- As Educators, we provide children with a high quality, safe, and welcoming environment, where a sense of belonging, ownership, and the opportunity to take risks are embedded. We acknowledge that children come to our centre with a diverse range of experiences, ideas and beliefs and from a range of cultural, social and economic backgrounds. **(Elements: 1.1.1, 1.1.2)**
- We do our best to ensure each child's interests and choices are included, to develop active participation in social development/learning. **(Elements: 1.1.3, 1.2.2, 1.2.3)**
- All educators build positive relationships with all children through:
 - Greeting children by name and parents/caregivers in the mornings, be approachable and available for positive conversations with parents/caregivers. **(Elements: 1.2.1, 1.3.3)**
 - Using greetings in various languages which reflect our preschool's cultural diversity. We also celebrate and acknowledge specific cultural celebrations. **(Element: 1.1.2)**
 - Acknowledge and support individual children's social, emotional and cognitive needs. **(Elements: 1.1.1, 1.1.2)**
 - Supporting our Preschool community participation in the learning programme (eg. assistance with learning programme, cooking, activity preparation, assistance on excursions). **(Elements: 1.1.1, 1.1.2)**
- Educators are flexible in relation to routines, considering children's needs and development of independence skills and agency, with extended time for free play or structured group times, negotiated as needed. This maximises children's

participation in learning experiences. **(Element: 1.1.3)**

- Transitions during sessions are kept to a minimum. After much critical reflection as a team, we have adopted a 'rolling snack and lunch' approach, where children are able to have their lunch anytime during the designated period. Children are able to access their snack anytime from the beginning of the day until 2.30pm (pack up time). Children are given reminders when pack up time is imminent. This is important for child's agency so they can access facilities. **(Elements: 1.1.3, 2.1.1)**
- Educators make themselves available for meaningful engagement with families through informal and formal discussions at the beginning, during and end of the session. Families 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)**
- Our cycle of planning is an embedded practice, as all staff actively participate in collecting observations, noting children's interests and valuable information derived from discussions with families. This information is then reflected on and discussed for further planning and implementation of learning experiences. We then critically reflect on the programme and our practice, using the three discussion points in the 'critical reflection' journal. **(Elements: 1.3.1, 1.3.2, 1.3.3)**
 - What learning did we notice?
 - Any other comments and/or possible extension of learning?
 - Modifications/changes to learning environment?
- Communication is sustained as parents have many opportunities to communicate with staff and receive information. Newsletters are sent out 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: 1.3.3)**
- After much reflection on the effectiveness of communication, we decided to use multiple modes of informing families about the Preschool programme and relevant matters. The Preschool communicate programming to families 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. Children are encouraged and supported to reflect on their learning and feedback sheets are made available for families. **(Element: 1.3.3)**

- Collection, analysis and critical reflection of data to ensure continuous improvement in children's learning and development is an ongoing embedded practice at the Preschool in accordance with EYLF, Outcome 5. Data on children are collected each term. During the 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. We also have a 'Focus' area (currently 'I analyse, read and organise data in my world') which we observe, analyse and reflect on, as per LDAR Training and Development. **(Elements: 1.3.1, 1.3.2)**
- Being responsive and developing children's sense of belonging is an ongoing embedded practice at the Preschool, as well as a main highlight in the philosophy. Educators intentionally plan to be responsive to children's interests, needs and emerging questions. Educators engage in active listening/conversations with the children. We are currently involved in training and mentoring by Amanda Batram in 'Playful Literacies.' Amanda has demonstrated the importance of questioning and modelling the use of Tier 2 words to capture and spark children's interest and thinking skills. We have 'Small World Play', 'Story Tables' and 'Bookmaking' as part of our Playful Literacy program. At staff meetings, we have regular critical discussions about how we respond to children and questions to ask (i.e. 'what' questions that are open ended and guides children to use their imagination and creativity in their responses). **(Elements: 1.2.1, 1.2.2, 1.2.3)**
- Each child's learning and involvement is acknowledged and documented in their portfolio, which is always available to children and their families. Various systems are sustained at the Preschool to guide 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 Ann Baker's 4 Top 5 of numeracy. **(Elements: 1.3.1, 1.3.2, 1.3.3)**
- Individual Learning Plans (ILP) are entrenched in our practice and developed for children who are identified at risk. ILPs are written in Term 2 and are based on first term reports. These plans are communicated to families and learning goals are established for each child. This may lead to referral to Support Services. Parents receive copies of these plans and are



kept up to date with progress via formal/informal discussions which shape our practice and the ongoing cycle of planning. **(Elements: 1.1.2, 1.2.1, 1.3.1, 1.3.2)**

- Documenting children's learning progress (for example: cutting, self-portrait drawings) is an ongoing embedded practice at the Preschool which occurs once a term. These tools are an effective 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. **(Elements: 1.1.2, 1.2.1, 1.3.1, 1.3.2)**
- 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, families are invited to discuss their child's progress and any other information with their focus Teacher. In term four, families receive a completed Statement of Learning Report, which with parental consent is also forwarded to the child's school. **(Elements: 1.3.1, 1.3.2, 1.3.3)**

Key improvements sought for Quality Area 1

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Standard 1.1 Element 1.1.2	To ensure each child's knowledge, strengths, ideas, abilities, interests and cultures are the foundation of the programme.	M	<ul style="list-style-type: none"> All Educators to continue with the cycle of planning, such as setting aside time during staff meetings (Wednesdays) to critically reflect on progress and contribute to ongoing cycle of planning. All Educators to continue critically reflecting on their practice in relation to NQS and the EYLF, engaging in regular daily professional conversations. All Educators will use the planning cycle to: 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 	<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, learning journals, for each group, written jottings at our staff meetings, annotated photo displays, and spontaneous written observations on 'post-it-notes.' Continuous improvement/development of our programme to ensuring 	Ongoing throughout 2018	<p>Term 1 - Wednesday staff meetings - topics of discussion have included: reflection on the planning cycle, addition of new templates (critical reflection, individual learning goals).</p> <p>Staff discussion on NQS including in depth discussion of standards and changes for 2018 - what does this look like in our practice? What areas do we need to reconsider?</p> <p>Weeks 3-9 term 1 discussions at staff meetings recorded in staff meeting book.</p> <p>Discussions at staff meeting (week 10)</p>



			<p>experiences - continually observe and monitor children's response, skills and learning journey.</p> <ul style="list-style-type: none">- Collaboratively reflect on programming, children's learning and add to or modify experiences if required.• All Educators to continue to use '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.• Development of children's oral language through playful literacies using story tables and small world play with a focus on educators modelling higher level vocabulary and tier 2 words.	<p>children's goals and outcomes are achieved.</p> <ul style="list-style-type: none">• Continue to work collaboratively with our Preschool team as well as be involved in regular up to date Partnership training, including MiniMarkit.• Teacher and educator training and mentoring by Amanda Batram to further develop our practice in children's oral language development.		<p>3/4/18 - Amanda visited the Preschool and modelled practice as well as discussing strategies to further support children's oral language development</p>
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Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

Standard 2.1		Each child's health and physical activity is supported and promoted.
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2		Each child is protected.
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.



Quality Area 2: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3	section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)
2.2.3	section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
2.2.1	section 165	Offence to inadequately supervise children
2.1.1	section 166	Offence to use inappropriate discipline
2.2.1	section 167	Offence relating to protection of children from harm and hazards
2.2.1	section 169	Offence relating to staffing arrangements
2.2.1	section 170	Offence relating to unauthorised persons on education and care service premises
2.2.1	section 171	Offence relating to direction to exclude inappropriate persons from education and care premises
2.2.1	section 189	Emergency removal of children
2.1.2, 2.1.3, 2.2.1	regulation 77	Health, hygiene and safe food practices



2.1.3, 2.2.1	regulation 78	Food and bev
2.1.3, 2.2.1	regulation 79	Service providing food and beverages
2.1.3, 2.2.1	regulation 80	Weekly menu
2.1.1	regulation 81	Sleep and rest
2.2.1	regulation 82	Tobacco, drug and alcohol free environment
Standard/element	National Law (section) and National Regulations (regulation)	
2.2.1	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.2.3	regulation 84	Awareness of child protection law
2.1.2, 2.2.2, 2.2.3	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.2, 2.2.1, 2.2.2, 2.2.3	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.2, 2.2.1, 2.2.2, 2.2.3	regulation 87	Incident, injury, trauma and illness record
2.1.2	regulation 88	Infectious diseases



2.1.2	regulation 89	First aid kits
2.1.2, 2.2.1	regulation 90	Medical conditions policy
2.1.2, 2.2.1	regulation 91	Medical conditions policy to be provided to parents
2.1.2, 2.2.1	regulation 92	Medication record
2.1.2	regulation 93	Administration of medication
2.1.2	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.2	regulation 95	Procedure for administration of medication
2.1.2	regulation 96	Self-administration of medication
2.2.2	regulation 97	Emergency and evacuation procedures
2.2.2	regulation 98	Telephone or other communication equipment



Standard/element	National Law (section) and National Regulations (regulation)	
2.2.1	regulation 99	Children leaving the education and care premises
2.2.1	regulation 100	Risk assessment must be conducted before excursion
2.2.1	regulation 101	Conduct of risk assessment for excursion
2.2.1	regulation 102	Authorisation for excursions
2.1.2	regulation 136	First aid qualifications
2.2.1	regulation 161	Authorisations to be kept in enrolment record
2.1.2, 2.2.1	regulation 162	Health information to be kept in enrolment record, including the immunisation status of the child
2.2.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.2.2	regulation 161	Authorisations to be kept in enrolment record
2.2.2	regulation 162	health information to be kept in enrolment record
2.2.1	regulation 166	Children not to be alone with visitors



2.1.2, 2.1.3, 2.2.1, 2.2.2	regulation 168 Education and care service must have policies and procedures
2.1.1	regulation 168(2)(a)(v) Education and care service must have policies and procedures in relation to sleep and rest for children



Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.2.2, 2.2.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
2.1.2, 2.2.2, 2.2.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
2.2.1	regulation 274 NSW	Swimming pools
2.2.1	regulation 344 Tasmania	Safety screening clearance – staff members
2.2.1	regulation 345 Tasmania	Swimming pool prohibition

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

- On enrolment, children's health, medical, dietary and cultural needs are discussed and appropriate management strategies are put in place. 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. This process is a crucial and embedded practice at the Preschool and each Educator has a clear understanding of the requirements involved. **(Elements: 2.1.2, 2.2.1)**
- As per the Preschool's First Aid and Medical conditions, and Medication Management Policies, 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 Principal will contact parents to explain the importance of providing immunisation information. The 'protecting children from vaccine preventable diseases' is a Department for Education (DFE) policy. **(Elements: 2.1.2, 2.2.2)**
- 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. Additionally, a sign about an infectious disease is put on display at the parent table. This ensures and maintains safe and effective service operations for the children, staff, families and the community. **(Elements: 2.1.2, 2.2.2)**
- Children with health and medical needs have medical 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 DFE and the CHESS websites are used to obtain health plans and further information. **(Elements: 2.1.2, 2.2.1, 2.2.2)**
- 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 spare asthma kits if an emergency arises. **(Elements: 2.1.2, 2.2.1, 2.2.2)**

- A 'medication record log' is an embedded protocol, which all Educators have a clear understanding. The medication record log is derived from the DFE intranet, which consists of the following details: child's name, name of medication, dosage (how much and how often), time of administration, parent's signature, indication that the medication was administered, staff/signature. **(Elements: 2.1.2, 2.2.2)**
- 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: 2.1.2, 2.2.2)**
- As a sustained practice, 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 log. This must then be shown to the child's parents for them to sign. **(Elements: 2.1.2, 2.2.1, 2.2.2)**
- 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, 2.2.1)**
- 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 in full supply. First aid kits and medication are checked once a term (checklist system). Any expired items are disposed of or replaced. **(Elements: 2.1.2, 2.2.2)**

- 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. **(Elements: 2.1.2, 2.2.1, 2.2.2)**
- To support our families, the Child and Family Health Service (CAFHS) is an ongoing community service at the Preschool (termly). CAFHS provides our families with an opportunity to utilise their service (4-year-old health check). Further information is provided to our families who are unable to attend. Our Preschool sustains access to other health professionals including, Speech Pathologists and Occupational Therapists. **(Standard: 2.1; Element: 2.2.3)**
- The learning environment supports children with opportunities to rest in a designated quiet area for relaxation. Allocated time is set aside in the Preschool programme for relaxation after lunch with relaxation music. Children who feel tired or sleepy at any time are able to sleep while monitored by staff. Staff do their best not to disturb children when they are sleeping. Children are checked every 10-15 minutes by an Educator and checked off on a record sheet. Educators support children who are upset or distressed by talking through issues and comfort, enabling children to become calm. **(Elements: 2.1.1, 2.2.1)**
- Encouraging and supporting children to become independent is an embedded practice at the Preschool. Children are encouraged to be independent in toileting, and Educators will support if necessary. A continence plan is developed in consultation with Parents and other support agencies if necessary. We have a nappy changing facility next door. Two staff members are present when changing a child's nappy. Cleaning procedure and record sheet for cleaning the change table (located above the change table) are completed after each change. Two staff members are also present when changing a child's wet clothes. This is done in the Preschool bathroom or in the change room adjacent to the Preschool. Wet clothes/nappy changes are recorded on a record sheet - located in the 'toileting folder' in the Preschool office.

(Elements: 2.1.2, 2.2.1, 2.2.2)

- Children are supervised and monitored for hand washing practices. 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: 2.1.2, 2.1.3, 2.2.1)**
- Continuous improvement is important. After much critical reflection in regards to the 2 hand basins/hand washing process and approximately 47+ children each session, the team implemented an effective process to ensure all children appropriately wash their hands and have a sense of agency. We introduced a 'rolling snack and lunch' procedure whereby a table (under the verandah) is available at all times for children to have their snack and lunch. The snack/lunch table is always supervised by an Educator and each child mark their name when they have had their snack/lunch (visual checklist). The rolling snack/lunch procedure limits the 'long line ups' at the hand basins and also does not interrupt children's play and learning. The Preschool routine now has an effective 'flow' and each child's agency is acknowledged. This process is an ongoing embedded practice at the Preschool. The team positively feel this process is an effective way to ensure all children wash their hands in the bathroom at any time of the day. **(Elements: 2.1.2, 2.2.1)**
- Maintaining cleanliness, safety and control of the spread of infectious diseases are an embedded practice at the Preschool. 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 and when necessary during the day. There is a visual cleaning procedure located in the Preschool bathroom and at the arts sink which illustrates the correct coloured chux to use for certain areas (i.e. bathroom, snack/lunch tables, art/craft). The school has allocated budget to have the Preschool privately cleaned each year, as well as weekly cleans from DFE providers to assist maintenance of a clean environment. **(Element: 2.1.2)**
- Healthy eating and physical activity are embedded in the Preschool programme. We implement aspects from the 'Eat a rainbow programme'. Children are explicitly taught the song along with pictures/discussions of a variety of healthy foods relating to the colours of the rainbow. This programme encourages children to notice what colours are in their lunch boxes. On enrolment, families are informed of the Preschool's healthy eating policy, with copies available on the

Preschool's website and in our 'policies folder' located at the parent table. We regularly provide our families with healthy eating handouts and also information from the 'Australian Guide to Healthy Eating'. This information is freely accessible to our families and community at the parent table. **(Element: 2.1.3)**

- 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 (commonly occurs in terms 2 and 3 - best time and weather for planting and growing produce). Families and the community play a role in maintaining and utilising our garden. For example, every year, The Pines School Groundsman shares his skills and experiences in gardening and planting, involving children, staff and parents to watch, participate and learn. Hands on experiences and linking to real life context, and the importance of sustainability is an aspect of our Preschool Philosophy. The Groundsman also takes small groups of children (supervised by correct ratio of staff) for a tour around the school's gardens. This involves observing, picking fruits/vegetables and tasting. A few members of our staff team and occasionally parents share cooking experiences at the Preschool. We encourage parent involvement through newsletters, handouts and informal discussions. **(Element: 2.1.3)**
- Children eat snack and lunch at a designated area (under the verandah) 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). **(Elements: 2.1.2, 2.1.3)**
- Storage of children's lunches are kept in the fridge located in the activity room, unless parents have requested a different arrangement. Drinking is encouraged by children bringing their own water bottles and also by provision of drinking water (water esky) using plastic cups. Educators remind children to drink water throughout the day. Children at snack and lunch time are encouraged to bring their water bottles to the table. Families are responsible for providing children's snacks and lunches. A note is sent home to families to encourage healthy eating options. **(Elements: 2.1.2, 2.1.3)**
- Ensuring children's safety and wellbeing is paramount in our Preschool Philosophy. All Educators understand that any

hazards or potential hazards at the Preschool need to be identified and removed immediately. Prevention, awareness and professional critical reflections/discussions are key to ensuring safety and wellbeing at all times. The processes embedded at the Preschool include:

- Each morning, Educators inspect the outdoor area, which involves sweeping sand from pavers if necessary, raking the sandpit, bark areas, checking equipment, car tyres and wooden pallets. Educators are aware of the need to create a safe environment for children. Each day, an Educator completes a 'daily outdoor inspection checklist.' Every 3 months, a 'Workplace Inspection Checklist - Playground/Outdoor Area' is completed. Annually a 'Workplace Inspection Checklist - Classroom' and Workplace Inspection Checklist - General are completed. Educators also update our risk assessments. **(Standard: 2.2, Element: 2.2.2; Element: 3.1.2)**
- 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 checked (with gloves) each morning. HSW audit is conducted every year at the Preschool. Playground equipment and resources are audited annually. **(Elements: 2.1.2, 2.2.2, 3.1.2)**
- Much discussion and critical reflection about the safety measures of power cords/points (i.e. vacuum cleaner, smartboard computer, light table and when we hire animals that require powered heating for their enclosure) has occurred within the team. As part of the continuous development cycle new procedures are now embedded into the Preschool: power cord covers and velcro straps for the smart board computer; using a cordless vacuum cleaner for 'in session' clean up; power point covers for power points not in use; positioning the light table and animal enclosures in an area that secludes/hides the power cord and keeps out of reach from children. We also have regular ongoing discussions with children about general safety of the Preschool. **(Elements: 2.2.1, 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. Our outdoor learning environment promotes the development of gross motor skills (i.e. balls, hoops, climbing and balancing equipment). **(Element: 2.1.3)**
- 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: 2.1.3)**

- Each child is protected and actively embedded in the daily operations. Appropriate Educator-child ratios are maintained and children are supervised at all times. Rosters are followed to ensure appropriate ratios are in place, 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. **(Element: 2.2.1)**
- 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. UV rating are checked on the Bureau of Meteorology (BOM) website/app and recorded every morning. The UV rating display is located at the parent table. **(Standard: 2.1, Element: 2.2.1)**
- During the warmer months, we inform families to apply sunscreen on their child, prior to arrival every morning at Preschool. Sunscreen is also available at the parent table and many parents actively use this every morning. At enrolment, every family indicates whether they give us permission to apply sunscreen on their child. Families who do not give consent, provide alternate sunscreen brands for their child. When families who indicate no sunscreen at all, we do our very best to ensure that their children are in shaded areas, such as under the verandah or in the sandpit. Before and during lunch time, sunscreen is reapplied on each child (who have permission). A checklist system is embedded, which is used to ensure all children have sunscreen before going outside. One or two Educators assist children to appropriately apply sunscreen. Educators regularly demonstrate to children how to apply sunscreen. As a team, we have active and ongoing critical reflections and discussions about other ways to effectively apply sunscreen on 47+ children - considering time, supervision and acknowledging children's agency. **(Elements: 2.1.2, 2.2.1)**
- Parents are required to sign their child in and out each time they are at Preschool. Educators also call the roll at group times for welcoming and acknowledgment of children. Educators support children who may require assistance during separation times. Appropriate strategies are also put into place with parents' consultation. **(Elements: 2.2.1, 2.2.2)**

- Emergency evacuation and invacuation plan and procedures are embedded and displayed within the Preschool. With the School, these procedures are reviewed annually. Children at the Preschool practise these procedures twice a term (reflection of practice sessions are recorded in a summary record sheet located in the 'Work, Health and Safety Folder' in the Preschool office). In an evacuation, Teachers move children to a clearly marked 'Emergency Assembly Point' located outside. Children are provided with visual support cards and guidance during the practice lessons. **(Element: 2.2.2)**
- 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. The school monitors all mandated requirements. **(Elements: 2.2.2, 2.2.3)**
- Educators inform all families enrolled of foods and substances which are harmful to some children, which may present a hazard, for example, peanut allergies. This is communicated through newsletters, handouts and at the parent table under the verandah. **(Elements: 2.1.2, 2.2.2)**
- All hazards are reported to the Deputy Principal, Sam Konnis, member of the School WHS Committee. **(Elements: 2.1.2, 2.2.2)**

Key improvements sought for Quality Area 2

Improvement Plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Standard 2.1 Element 2.1.2 Element 2.1.3	To develop children's awareness and agency in managing their health and hygiene needs.	H	<ul style="list-style-type: none"> Reinforce and model good hygiene practices at group times and throughout the daily routine. This includes: Sneezing and coughing into arm Washing hands with soap and dry with paper towels Appropriate steps to hand washing and using the toilet. Children following visuals displayed 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	*Term 1, Week 1 (2018) - introduced and modelled hygiene practices at group times and via the use of visuals. Explained to children to use one paper towel to dry hands (sustainability) - visual sign on display. Continuous reminders throughout the day to wash hands before snack/lunch, after using toilets and messy play. Also introduced the "Eat a Rainbow programme" and associated song. Children are beginning to identify the 'healthy colours' of foods in their lunch boxes and also spontaneously singing the song around the Preschool. Healthy eating learning experiences have also been implemented throughout the term (such as grocery shopping play corner, healthy food picture cards,



						<p>sorting, and reading the focus book - 'The Very Hungry Caterpillar.' We aim to continue and embed their success throughout the year. *February 2018 - Australian guide to healthy eating handouts are accessible for parents to look through and take home.</p>
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Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

Standard 3.1	The design of the facilities is appropriate for the operation of a service.	
Fir for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child’s participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

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

Standard/element	National Law (section) and National Regulations (regulation)	
3.2.3	section 168	Offence relating to required programs
3.2.3	regulation 73(2)(b)	Educational program is to contribute to the outcome that each child will be connected with and contribute to his or her world
3.1.1, 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
3.2.1, 3.2.2	regulation 105	Furniture, materials and equipment
3.1.1, 3.1.2	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, 3.1.2, 3.2.1	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, 3.1.2	regulation 112	Nappy change facilities
3.1.1, 3.2.1, 3.2.2	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.1	regulation 115	Premises designed to facilitate supervision
Standard/element	National Law (section) and National Regulations (regulation)	
3.1.1, 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)
3.1.1, 3.1.2	regulation 274 NSW	Swimming pools
3.1.1, 3.1.2	regulation 345 Tasmania	Swimming pool prohibition

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths

- The Pines School Based Preschool is on site at The Pines School. We also have strong relationships with the privately run OSHC Happy Haven and the Community 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. Monday to Thursday at Preschool, children are able to borrow one book at the Library to take home for a fortnight. **(Elements: 3.1.1, 3.2.1)**
- 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. **(Elements: 3.1.1, 3.2.1, 3.2.2)**
- 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. Other storage is available in the school front office. **(Element: 3.1.1, Standard: 3.2)**
- For security, 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, 3.2.1)**
- In 2018, Greg Pedder (DFE Special Educator - Hearing) did an acoustic assessment within the main Preschool room, as we have a child who has moderate hearing loss. The outcome of the assessment resulted in 'in range acoustics' and appropriate for the child. Greg shared valuable strategies to the teachers about appropriately manage the reflection of

sounds and receptive responses of children in the Preschool (for example, pausing after every 5-7 words sentence, using a calm tone and minimising the use of laminated resources on acoustic display boards). **(Elements: 3.1.1, 3.2.1)**.

- Both the indoor and outdoor environments are flexible; both doors are open to allow flow between inside and outside play areas. This encourages children to make choices in their learning experiences and is supported to spend time exploring a variety of indoor and outdoor experiences. **(Elements: 3.2.1, 3.2.2)**
- Each morning, we allow time from 8.30am for parents/caregivers to engage with their children in play based activities. This also gives us the opportunity to chat to families and develop relationships. It helps families feel comfortable and included in our Preschool community. **(Elements: 3.2.1, 3.2.2, 6.2.3)**
- 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 beds, raking the sandpit, sweeping high traffic areas). **(Elements: 3.1.2, 3.2.3)**
- 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. **(Elements: 3.1.1, 3.2.1, 3.2.2)**
- 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)**
- 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. OHS&W audit is conducted every year at the Preschool. Playground equipment and resources are audited annually. **(Elements: 2.1.2, 2.2.2, 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. **(Elements: 3.1.1, 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, 3.2.1)**
- Children's interests/ideas are recorded in our "learning journals" and "children's agency journal" and are extended and programmed into the learning environment. 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 water bottle table and also access to the fridge (located in the JP Activity Room) to store their lunch. Each child cultural identity is acknowledged and valued as part of our world map display. Each family has access to their information pocket and there is also a parent information board located outside the Preschool with various pamphlets/brochures/newsletters/past and current notices/QIP on display. Outside 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. Parent feedback book is also located on the sign in table to capture parent's feedback and thoughts. **(Elements: 3.1.1, 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. **(Elements: 3.1.1, 3.2.2, 3.2.3)**

- 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. We are currently in the process for an outdoor upgrade with current plans developed by LCS Landscapers. We are anticipating the upgrade to begin in October 2018. Information about our plans has been communicated to School Governing Council and our families. We have a display detailing future outdoor development with children's ideas is located by the entrance gate adjacent to the school front office. Feedback from our children, Governing Council members and families has been very positive and we are all looking forward to a new exciting outdoor development. **(Elements: 3.1.1, 3.2.2)**
- Recycled consumables (such as collage materials, boxes, paper) to develop sustainable practices are re-stocked daily or as necessary to ensure all children have access to learning resources for their learning experiences. Parents are encouraged (via displays, handouts and newsletters) to donate unused recyclables such as boxes, fabrics, paper etc. **(Elements: 3.2.2, 3.2.3)**
- Educators interact with children at play. Educators support children in personal decision making, facilitating and extending their play where appropriate. 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. We have implemented the use of loose parts and purchased a variety of open ended resources to ensure play is stimulating and the environment is challenging and aesthetically pleasing. Staff critically reflect and are always mindful of further developing our play spaces. **(Element: 3.2.1, 3.2.2)**
- Critical reflection on our resources and appropriate budgeting ensures we purchase increase inclusive resources every

year that caters for all our children, for example, puzzles for different levels, materials with multiple uses and games. Resources are used consistently in a variety of ways, for example, resources are programmed for 2 weeks or more to allow all children to access them and practise, develop and refine skills. **(Element: 3.2.2)**

- Staff have researched different natural stimulating play spaces. Other inspiration for staff came from professional development workshop, including, Nature Play, principles of the Reggio Emilia philosophy and Lisa Jane O'Connor (developing open ended numeracy experiences for children). This has resulted overtime in the development and refinement a number of suggestions for outdoor re-development, culminating in the latest outdoor development plan. **(Elements: 3.1.1, 3.2.1, 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 dispositions/need. Educators provide a variety of activities, resources and choices which ensure that children have opportunities to build on existing knowledge and develop new skills and experiences. **(Element: 3.2.1, 3.2.2)**
- Other outdoor experiences in different natural environments occur when we take groups of children outside the Preschool to the natural area at the front of the school and to the local creek and surrounding park areas. Before children leave the Preschool, risk assessments take place to ensure safety and wellbeing. We also invite the Northern Adelaide Waste Management Authority (NAWMA) educational personnel to visit and chat to our children with explicit teaching about sustainable practices. This assists children begin to develop understand and develop environmentally responsible practices. Families are invited to attend which spreads the message to the broader community. **(Elements: 3.2.2, 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. **(Elements: 3.2.2, 3.2.3)**

- The Preschool has a raised garden bed, which children participate in planting fruits and vegetables. There is also a shed, which equipment and other outdoor resources are housed. Excess garden produce is taken home, which gives children the opportunity to engage in meaningful conversations with their families about vegetables, fruits and how they grow. **(Elements: 3.2.2, 3.2.3)**
- 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. **(Element: 3.2.3)**
- 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?" **(Elements: 3.2.2, 3.2.3)**
- There is a rain water tank outside and a big outdoor compost bin, which children regularly use to transfer our food scraps into the compost bin. **(Element: 3.2.3)**
- 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. **(Elements: 3.2.1, 3.2.3)**
- The Preschool also regularly organises excursions (as per excursion Policy and Procedure) to the Cleland Wildlife Park and the Adelaide Zoo. **(Elements: 3.2.1, 3.2.3)**

Key improvements sought for Quality Area 3

Improvement plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Standard 3.2 Element 3.2.3	To further develop children's responsibility to their environment by involving them in sustainable practices, such as, recycling and re-using materials.	M	Embed sustainable practices into our Preschool, such as, recycling food scraps, re-using materials and recycling paper.	Children are active and involved their sustainable practices	Ongoing	5/4/18 - Contacted NAWMA (Michelle) to discuss and arrange for an Educator to come in and talk to the children about sustainable practices. Will send out information to the Preschool and will let us know when they have an Educator available as they are currently undergoing changes. In the meantime, we have discussed as a team to continue with strengthening our sustainable practices at the Preschool. For example, recycling games, our waste bins, recycling bin at the drawing/writing table, providing children with scrap paper and recyclable materials for drawing/writing/collage/printing. We have also liaised with a Teacher at the Pines School



						about re-developing our worm farm. Her class has put in new worms and we are regularly adding food scraps to maintain the cycle.
Standard 3.2 Element 3.2.1	To further update our natural outdoor environment to support every child's participation and engagement in quality play based experiences.	M	<ul style="list-style-type: none">LCS Landscapes have developed plans for the outdoor area - work to commence October 2018.Educators continue to embed natural resources/items to support children's interactions with the natural environment.	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.	By 2019	<p>February 2018 - Introduced exciting new plans to children and families. Children shared their ideas and their work are on display (outside by the Preschool entrance gate). Families received information and were asked to provide any feedback/suggestions</p> <p>March 2018 - Plans were presented at Governing Council. Feedback included: moving the location of the mud play area away from the school walk way entrance. Positive feedback has been received by both Parents/Caregivers and children.</p> <p>March 2018 - Contacted David from LCS Landscapes about moving the mud play area to another location. David will put together a quote and will let us know the total cost for the outdoor upgrade.</p>

Quality Area 4: Staffing arrangements

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

Quality Area 4: Standards and elements

Standard 4.1	Staffing arrangements enhance children's learning and development.	
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2	Management, educators and staff are collaborative, respectful and ethical.	
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

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

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	section 161	Offence to operate education and care service without nominated supervisor
4.1.1	section 162	Offence to operate education and care service unless responsible person is present
4.1.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1.1	section 164A	Offence relating to the education and care of children by family day care service
4.1.1	section 169	Offence relating to staffing arrangements
4.1.1	regulations 119–120	Age and supervision requirements
4.2.2	regulation 117A-117C	Minimum requirements for a person in day-to-day charge, nominated supervisor and family day care educator
4.1.1, 4.1.2	regulations 121–124	Minimum number of educators required
4.1.1	regulations 125–128	Educational qualifications for educators
4.1.1, 4.1.2	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications



4.1.1	regulations 137–143	Approval and determination of qualifications
4.1.1, 4.1.2	regulation 144	Family day care educator assistant
4.1.1	regulations 145–152	Staff and educator records—centre-based services



Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulation 153	Register of family day care educators
4.1.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
4.1.1, 4.1.2, 4.2.1, 4.2.2	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.
4.2.1	regulation 169(2)(d)	Additional policies and procedures in relation to monitoring, support and supervision of family day care educators (family day care service)
4.2.1	regulation 169(2)(g)	Additional policies and procedures in relation to the provision of information, assistance and training to family day care educators (family day care service)
4.1.1	regulation 239	Centre-based service offering a preschool program in a composite class in a school
4.1.1	regulation 239A	Centre-based services in remote and very remote areas—attendance of early childhood teachers
4.1.1	regulation 240	Qualifications for educators (centre-based service)
4.1.1	regulation 241	Persons taken to hold an approved early childhood teaching qualification
4.1.1	regulation 242	Persons taken to be early childhood teachers
4.1.1	regulation 243	Persons taken to hold an approved diploma level education and care qualification



4.1.1	regulation 243A	Persons taken to hold an approved diploma level education and care qualification for regulation 128 in Queensland
4.1.1	regulation 244	Persons taken to hold an approved certificate III level education and care qualification
4.1.1	regulations 260-262 ACT	Children over preschool age – minimum number of educators and qualifications required



Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulations 266-267 ACT	Transitional provisions – staffing arrangements (centre-based services)
4.1.1	regulations 271-272 NSW	Minimum number of educators and qualifications and training required
4.1.1	regulation 278 NSW	Qualifications for primary contact staff members-saving
4.1.1	regulation 290 NT	General qualification requirements for educators – children over preschool age
4.1.1	Regulation 294 NT	Early childhood teacher – 60 or more children
4.1.1	regulation 385 ACT	Resignation of early childhood teacher

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths

- Our Preschool staff consists of, 2 permanent full time Teachers, 3 part time Teachers and 5 part time School Services Officers (SSOs). Preschool Support Workers and Bilingual Support Workers (BSSOs) are also employed. Appropriate ratio of Educator to children is adhered to 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. **(Elements: 4.1.1, 4.1.2)**
- Educator to child ratios are maintained at 1:10 as determined by the National Quality Standards. **(Elements: 4.1.1, 4.2.2)**
- The Teachers at the Preschool have Bachelor of Early Childhood Education degrees (or equivalent), are approved to deliver a Preschool program 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 DFE. **(Element: 4.2.2)**
- 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, Anaphylaxis management and a history screening check. **(Elements: 4.1.1, 4.2.2)**
- The School Principal (Cherie Collings) and Administrative Assistant monitors expiry dates and updates staff training certificates through the HR Management Information Portal. Additionally, at the Preschool, a summary record sheet is used to monitor expiry dates of all staff certificates (folder located in filing cabinet in the Preschool office). **(Elements: 4.1.1, 4.2.2)**
- 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, Deputy Principal, Senior Leader in Literacy, Early Years Coordinator and Student Wellbeing Leader). The

nominated supervisor and responsible person in charge/Education Leader are clearly visible on the display board. **(Element: 4.1.1)**

- Embedded into our practice is a roster system for all Educators to follow, in order 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. As a team, we critically reflect on the effectiveness of the roster system and amend where needed. **(Elements: 4.1.1, 4.2.2)**
- The Preschool tries to use regular relief staff to maintain consistency and familiarity for children and families. There are two folders (TRTs and Relief SSOs) which consists of numbers and authority to work/teach letters (located in the filing cabinet in the Preschool office). There is a preferred relievers list to assist continuity. These folders are updated on a regular basis. Out of date authority letters are shredded due to confidential information. **(Element: 4.1.2)**
- All Educators are acknowledged and greeted every morning at group times. This ensures that all children become familiar with all their Educators and also experience continuity. **(Element: 4.1.2)**
- Regular staff meetings are an embedded practice at our Preschool, which are held Wednesdays after school. Staff meetings allow for healthy discussions and critical reflection about all matters in the Preschool. All Educators are encouraged to attend. Staff meeting agendas are accessible in the Preschool office, which Educators can add to at any time for further discussion. Staff meeting minutes are located in Preschool office accessible for all Educators to read. Responsibilities for running the meeting are shared and rostered. All Educators acknowledge our group norms, which maintains professionalism and respect at all times. Teachers in the Preschool who work on Tuesday also attend the school staff meeting, including relevant training, which assists information flow between the school and Preschool. **(Elements: 4.2.1, 4.2.2)**
- During Wednesday staff meetings, time is allocated for all Educators to be involved in planning and critically reflect on

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. This is all documented in our staff meeting minute book. **(Elements: 4.2.1, 4.2.2)**

- Educators work collaboratively to plan and implement educational programmes. Educators work as a team to exchange information about children and the programme through informal conversations and at weekly staff meetings. Each Educator's knowledge and skills are acknowledged, valued and shared. This is maintained by following our 'Group Norms.' Visual display of our group norms are located in the Preschool office and in the staff meeting minutes book. **(Elements: 4.2.1, 4.2.2)**
- Belonging is one of the many strong aspects of our philosophy. 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. **(Elements: 4.2.1, 4.2.2)**
- Communication diaries are utilised to communicate important information (located in the Preschool office). Educators also make conscientious efforts to keep each other informed of learning throughout the day and at staff meetings. **(Elements: 4.1.1, 4.2.1)**
- Educators are involved in ongoing professional development sessions/workshops to build on current understandings of Early Childhood practices, theories and methodologies. This involves reporting, discussing and critically reflecting back to the staff team. New ideas and strategies are always at the crux of our ongoing practice at the Preschool. In 2018, training sessions will include oral language development (Amanda Batram) and LDAR (Learning, Design, Assessment, Reporting - DFE priority). **(Element: 4.2.2)**
- BSSOs are employed to assist children with EALD (English as an additional language dialect). **(Element: 4.1.1)**
- SSOs and BSSOs positively interact with teaching staff for further mentoring, in relation to taking observations, writing learning stories and discussions/comments/suggestions about the general operation of the Preschool. This maintains a positive work culture and continuous critical reflection of the Preschool. **(Element: 4.2.1, 4.2.2).**

- All staff have performance meetings with their Line Manager to discuss about future goals and further areas of learning. (Element: 4.2.2)

Key improvements sought for Quality Area 4

Improvement plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Standard 4.2 Element 4.2.1	To support an inclusive positive work culture.	H	<ul style="list-style-type: none"> • Implement group norms created by the team in 2017. • All Educators are committed to supporting, respecting and learning from each other. • All Educators to maintain professionalism and follow professional standards. • All Educators to be open to give and receive critical feedback in positive manner. 	<ul style="list-style-type: none"> • All Educators are respectfully working together in harmony. • All Educators are supporting each other. 	Ongoing	<p>*February 2018 - revised group norms in consultation with the Deputy Principal (Sam Konnis). These will be discussed on a regular basis in 2018.</p> <p>*At staff meetings, all comments/ feedback are documented in the staff meeting minutes book. We ensure all comments are acknowledged and mutual resolution is put in place.</p>



						<p>*Ongoing - Teaching staff support and guide SSOs and BSSOs in their observations and general learning of the Preschool environment.</p>
Standard 4.1 Element 4.1.2	To try and ensure continuity of regular Educators when others are absent or on leave.	H	<ul style="list-style-type: none">• Part time SSOs are assigned to one group for continuity and familiarity.• Develop a consistent TRT and SSO relief list.	<ul style="list-style-type: none">• Children experience continuity of Educators• Children build quality relationships with familiar Educators.• Educators form quality relationships with each other.• All Educators participate with the organisation of the Preschool.	Ongoing	<p>*Permanent full time Teacher was advertised last year (2017) and appointed. *February 2018 - updated TRTs and Relief SSOs folders. Informed all staff about the folders.</p>

Quality Area 5: Relationships with children

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

Quality Area 5: Standards and elements

Standard 5.1		Respectful and equitable relationships are maintained with each child.
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
Standard 5.2		Each child is supported to build and maintain sensitive and responsive relationships.
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.



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

Standard/element	National Law (section) and National Regulations (regulation)	
5.1.2, 5.2.2	section 166	Offence to use inappropriate discipline
5.1.1, 5.2.1, 5.2.2	regulation 73	Educational program
5.2.1, 5.2.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 155	Interactions with children
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 156	Relationships in groups
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 168(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths

- All Educators believe that building positive and trusting relationships with all children forms the basis for successful and effective learning to occur. The relationships we develop with children and families are valued, maintained and sustained through formal and informal conversations and acknowledgment of achievements. This strengthens our relationships and creates a preschool community. BSSOs are utilised as required to help us communicate with and get to know our families from non-English speaking backgrounds. **(Element: 5.1.1)**
- Being responsive and developing children's sense of belonging is an ongoing embedded practice at the Preschool, as well as a main highlight in the philosophy. Educators are responsive to children's interests, needs and emerging questions. Educators engage in active listening/conversations with the children. We are currently involved in training and mentoring by Amanda Batram in 'Playful Literacies.' In addition to the Playful Literacies links to **Quality Area 1**, Amanda has demonstrated the importance of questioning and using Tier 2 words to capture and spark children's interest and thinking skills. At staff meetings, we have regular critical discussions about how we respond to children and questions to ask (i.e. 'what' questions that are open ended and guides children to use their imagination and creativity in their responses). **(Elements: 5.1.1, 5.2.1)**
- We have regular Educators at the Preschool, which foster consistency in children's learning, our relationships and expectations. Educators on a daily basis across the week ensure children feel safe and secure in their learning environment. **(Element: 5.1.1)**
- Children are greeted by responsive and cheerful Educators each morning, which is a sustained theme at the Preschool. 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). **(Element: 5.1.1)**
- We ensure families have the opportunity to speak to Educators each morning, by timetabling free play sessions for



children from 8.30am - 9.00am, so family members can join in the Preschool programme. Educators also create an atmosphere that encourages our children and parents to freely speak to Educators at any time. Families and children are involved in our learning programme through written and verbal feedback. This creates a sense of ownership and agency for both children and families. With parent consent, we have embedded into our practice, displaying parent's comments from reports and learning stories on the 'Parent's voice' board. This demonstrates the connection with families, in relation to acknowledgement, engagement and belonging. **(Element: 5.1.1, Standard: 6.1)**

- Embedded into the routine is ensuring 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. Continuous ongoing conversations with families are fundamental for understanding children's wellbeing and rights. **(Elements: 5.1.1, 5.1.2)**
- Children are encouraged to ask Educators for resources they need in their play space, to share their interests, emerging ideas and knowledge. A variety of resources are readily available for children to support independence, their interests, agency and choice. **(Elements: 5.1.1, 5.1.2)**
- Opportunities for children to develop their dispositions as powerful learners to reach their full potential is entrenched in our practice and philosophy. 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 critically reflect and discuss strategies that we can utilise in our curriculum planning, in order for children to develop dispositions and resilience to become successful powerful learners. **(Elements: 5.1.1, 5.1.2)**
- We have Bilingual and Preschool Support Workers to ensure that children with special rights and children with English as an additional language dialect are able to participate in a variety of learning experiences that our Preschool offers. **(Elements: 5.1.1, 5.1.2)**
- 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 or conversation at the end of the day, to let them know how their child settled. **(Elements: 5.1.1, 5.1.2, 6.2.2)**

- 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. This process values and acknowledges meaningful engagement with families. **(Elements: 5.1.1, 5.1.2, 6.2.2)**
- 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. We try our best to gather data from children with special rights and/or English as a second language, at times we utilise our Preschool Support Workers and BSSOs to assist us in the process. **(Element: 5.2.1)**
- Our philosophy emphasises the value of fostering 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. Each child is acknowledged and greeted at morning group times via roll call and/or during the day. We also have hellos in different languages and a world map on display, which acknowledges the cultural diversity of our families and the community. **(Elements: 5.1.1, 5.1.2)**
- We ensure that all children feel safe, secure 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 for not only Educators, but their peers too. Children are given the opportunity to choose a name for their group by voting. This encourages inclusion of children's ideas, agency and decision making. In 2018, Group A chose the name of 'Pandas' and Group B chose 'Lions.' **(Elements: 5.1.1, 5.1.2, 5.2.1, 5.2.2)**
- 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 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. **(Elements: 5.1.1, 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. **(Elements: 5.2.1, 5.2.2)**
- Educators are responsive and aware of children's emotional wellbeing. Our learning environment has a quiet corner and the activity room for small groups and quiet activities, if needed. Our quiet corner has sensory items, readily accessible for children to explore and use. This area can also be used for sleeping, resting and relaxation. **(Elements: 5.1.1, 5.1.2, 5.2.2)**
- Our learning programme 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, programming board and documentation in our learning journals/children's agency journal. **(Element: 5.1.1)**
- 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: 5.1.2)**
- 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 looks like in the Preschool. 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: 5.1.1, 5.1.2, 5.2.1, 5.2.2)**
- The Preschool has a behaviour policy and associated expectations which are consistent, age appropriate and cater for individual understandings. The behaviour policy is located in our policy and procedures folder (one in the Preschool office and the other accessible for families at the parent table). We ensure that behaviour management is consistent and followed through to maintain and develop children's self-regulation skills. Educators provide opportunities and time with children for discussions about appropriate behaviour, problem solving, and supplying children with tools/visuals to react



appropriately in different situations. Additionally, Educators assist children to resolve conflict. This is evident through role modelling, visual aids, social stories, discussions and problem-solving activities at group times. At times, children find it difficult to interact positively with others. In these circumstances, meetings are held with parents to assist us work in partnership and children are supported by staff to develop the skills they required. **(Elements: 5.1.1, 5.1.2, 5.2.1, 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: 5.2.1, 5.2.2)**
- Educators are familiar with the Protective Practices document and the Child Protection Curriculum. We ensure that the mandated frameworks are incorporated in the ongoing programming cycle, based on intentional and unintentional teaching practices. **(Elements: 5.1.2, 5.2.2)**
- Educators support children to develop their autonomy and independence by modelling, using visual cues and encouraging them to manage their own belongings and use safe hygiene practices. **(Element: 5.1.2)**

Key improvements sought for Quality Area 5

Improvement plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Standard 5.1 Element 5.1.1	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' and re-engage them. Learning opportunities to be offered that support engagement and connection (this leads to developing a sense of belonging). Utilise the Reflect, Respect, Relate (RRR) document - in particular the 'Involvement Scale' 	<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	<p>*February - ongoing 2018 - staff meeting discussions about engaging children in the learning environment (critically reflecting information from the ACECQA website).</p> <p>*Discussion of individual children who find it difficult to separate from their parents and strategies we will use to assist children to separate and feel secure.</p>



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Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

Standard 6.1		
Respectful relationships with families are developed and maintained and families are supported in their parenting role.		
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2		
Collaborative partnerships enhance children's inclusion, learning and wellbeing.		
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

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

Standard/element	National Law (section) and National Regulations (regulation)	
6.1.2	section 168	Offence relating to required programs
6.1.3	section 172	Offence to fail to display prescribed information
6.1.3, 6.2.1	section 175	Offence relating to requirement to keep enrolment and other documents
6.1.1, 6.1.3	regulation 31	Condition on service approval – quality improvement plan
6.1.1, 6.1.2, 6.2.2, 6.2.3	regulation 73	Educational programs
6.1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1.3	regulation 75	Information about the educational program to be kept available
6.1.3, 6.2.2	regulation 76	Information about educational program to be given to parents
6.1.3	regulation 80	Weekly menu
6.1.1, 6.1.2, 6.1.3, 6.2.1	regulation 111	Administrative space (centre-based services)
6.1.2	regulation 155(e)	Interactions with children have regard to the family and cultural values, age, and physical and intellectual development and abilities of each child

6.1.1	regulation 157	Access for parents
6.1.1, 6.1.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
6.2.1	regulation 168(2)(j)	Education and care service must have policies and procedures in relation to interactions with children
6.1.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation
Standard/element	National Law (section) and National Regulations (regulation)	
6.1.3	regulation 171	Policies and procedures to be kept available
6.1.1, 6.1.3, 6.2.2	regulation 172	Notification of change to policies or procedures
6.1.3	regulation 173	Prescribed information is to be displayed
6.1.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1.3	regulation 181	Confidentiality of records kept by approved provider
6.1.3	regulation 182	Confidentiality of records kept by family day care educator
6.1.3	regulation 183	Storage of records and other documents



6.1.2	regulation 274A NSW	Programs for children over preschool age
6.1.2	regulation 289A NT	Programs for children over preschool age
6.1.2	regulation 298A Qld	Programs for children over preschool age

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths

- 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 to arrange a time to meet with the Teachers and have a tour of the Preschool and school. **(Elements: 6.1.1, 6.1.3, 6.2.1, 6.2.2)**

The Preschool has an effective enrolment and orientation process for families: **(Elements: 6.1.1, 6.1.3, 6.2.1, 6.2.2)**

- Families are asked to complete a 'Preschool Enrolment Registration Form.' In accordance with the DFE 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
- 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, 6.1.3, 6.2.1, 6.2.2)**
- 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. We ensure that we respond and follow up any queries or concerns in a supportive manner. **(Elements: 6.1.1, 6.1.2, 6.1.3, 6.2.2, 6.2.3)**
- 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). **(Elements: 6.1.1, 6.2.2, 6.2.3)**
- At times, the Preschool and the School offer workshops (regarding oral language and literacy, reading and number) for families to attend. **(Elements: 6.1.1, 6.1.3, 6.2.2, 6.2.3)**
- 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: 6.2.1, 6.2.2, 6.2.3)**
- 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. **(Elements: 6.2.1, 6.2.2, 6.2.3)**

- DFE 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. We currently have eight ATSI children. **(Elements: 6.2.1, 6.2.2, 6.2.3)**
- 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 preparing activities, sharing cultural items or cooking meals. The information is collated for Educators to use in their planning and families are followed up. **(Elements: 6.1.1, 6.1.2, 6.2.2, 6.2.3)**
- 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: 6.1.1, 6.2.3)**

Cultural beliefs and values are respected and celebrated at our Preschool in a variety of ways, such as: **(Elements: 6.1.2, 6.2.3)**

- Celebrating significant cultural events, for example, Chinese/Vietnamese New Year, Diwali, Holi Festival of Colours, Harmony Day. We also invite families to share their cultural traditions.
- 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. Over the last three years, our children have had the opportunity to be involved in Arabic, Italian and this year Japanese, which is the language offered at school.
- We have a community board on display under the verandah which consists of community pamphlets and information about child development which parents can access. **(Elements: 6.1.3, 6.2.3)**

- 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. **(Elements: 6.1.3, 6.2.1, 6.2.2)**
- Families are invited to a parent information session in Term 4, regarding their child's following year at Preschool. **(Elements: 6.2.1, 6.2.2, 6.2.3)**
- Our connection with The Pines School includes attending assemblies, visiting the library and participating in transition programmes with Reception teachers. We are part of the school and participate in all school events and activities as well as utilise resources and areas, for example: watching sports day, assemblies, computer room, library borrowing. **(Elements: 6.2.2, 6.2.3)**
- There is also a Community 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: 6.2.2, 6.2.3)**
- Transition meetings are an essential part of the Preschool/School programme. 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, family information and allocation of children into classrooms, which strengthens continuity of learning. Reception teachers then have the opportunity to visit the Preschool to see children or discuss their prospective students with the Preschool teachers. **(Elements: 6.2.1, 6.2.2, 6.2.3)**
- Educators work with system and community agencies to support children and families with identified/special needs. We advocate for our families and liaise with the Disability Coordinator, DFE 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: 6.1.3, 6.2.2, 6.2.3)**
- We have a good 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. At times, from the information provided by CAFHS, teachers do further assessment to determine speech/language/additional needs of the individual children. We then use this information to contact the DFE speech pathologist and psychologists to assist us programme effective intervention. **(Elements: 6.1.3, 6.2.2, 6.2.3)**

- 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: 6.1.3, 6.2.1, 6.2.2, 6.2.3)**
- We provide support through the DFE 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. We also can access BSSOs from the school's new arrivals programme if needed. **(Elements: 6.1.3, 6.2.2)**
- 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: 6.2.1)**
- 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 two Christmas Concerts at the Preschool and in the school hall. These special events are well attended by families. It is an effective channel to involve the community and strengthen our partnerships. **(Elements: 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.2.2, 6.2.3)**
- We have a representative from the Preschool to attend the School Governing Council meetings, which is held twice a term. **(Element: 6.2.3)**

Key improvements sought for Quality Area 6

Improvement plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Standard 6.1 Element 6.1.1 Element 6.1.2	To establish positive relationships with families and engage our diverse community, where everyone belongs and their culture feels valued and included.	H	<ul style="list-style-type: none"> To establish positive relationships with all families. To include cultural heritage and significant traditions/events in the programme. Continue to invite families to share their cultural background/heritage. Educators to continue to be culturally sensitive. Educators to model positive and respectful interactions for children and families. 	<ul style="list-style-type: none"> Families, children and Educators feel involved, included and respected. 	Ongoing	<p>*February 2018 - hellos in different languages on display at the Preschool</p> <p>*February 2018 - ongoing - Educators acknowledging and introducing hellos in different languages at group times and during session times. In addition to songs such as "Everywhere around the world" and acknowledgment to country "Ninna maarni."</p> <p>*March 2018 - implemented world map activity whereby children along with their families recorded their heritage. World map is on display and</p>

						demonstrate our diverse Preschool community. March 2018 - A mother shared her family tradition (decorating Easter biscuits). Children had the opportunity to decorate their own Easter biscuit with icing and a variety of toppings.
Standard 6.2 Element 6.2.2	To further develop partnerships to support children's access, inclusion and participation in the programme.	H	<ul style="list-style-type: none"> • Continue to follow transition timeline to ensure continuity of learning and to support families in the process. • Children with special rights are given additional transition visits with Educators that will follow them from Preschool to School. • Children with special rights are given the additional support they require to become successful participants in the Preschool programme/routine. • Children with unique circumstances are individually supported to access the Preschool programme at their own pace (i.e. early pick up, alternative activities to respect 	<ul style="list-style-type: none"> • Children's access to the Preschool programme is maximised. • All Educators are recognising diversity and support children to become successful learners. 	Ongoing	<p>*February 2018 (ongoing) - regular discussions and meetings with the DFE Speech Pathologist, Psychologist and Special Educator about children with additional needs and further support hours/intervention to put into place.</p> <p>*April 2018 - Preschool in the process of developing a transition timeline to support families in the Preschool</p>



			religions and abilities)			enrolment process and school transition visits.
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Quality Area 7: Governance and Leadership

This quality area of the *National Quality Standard* focuses on effective leadership and governance of the service to establish and maintain quality environments for children's learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear directions for the service's continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service's statement of philosophy.

Quality Area 7: Standards and elements

Standard 7.1 Governance supports the operation of a quality service.		
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service's operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
Standard 7.2 Effective leadership build and promotes a positive organisational culture and professional learning community.		
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of	Element 7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning



professionals		and development.
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Quality Area 7: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	section 12	Applicant must be fit and proper person (provider approvals)
7.1.2	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.2	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.1	section 31	Condition on service approval—quality improvement plan
7.1.2	section 56	Notice of addition of nominated supervisor
7.1.2	section 56A	Notice of change of a nominated supervisor's name or contact details
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.1.2	section 161	Offence to operate education and care service without nominated supervisor
7.1.2	section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements
7.1.2	section 162	Offence to operate education and care service unless responsible person is present
7.1.2	section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training



7.1.2, 7.1.3	section 163	Offence relating to appointment or engagement of family day care co-ordinators
7.1.2	section 164	Offence relating to assistance to family day care educators
7.1.2, 7.1.3	section 164A	Offence relating to the education and care of children by family day care service
7.1.3	section 165(2)	Offence to inadequately supervise children
7.1.3	section 166	Offence to use inappropriate discipline



Standard/element	National Law (section) and National Regulations (regulation)	
7.1.3	section 167(2)	Offence relating to protection of children from harm and hazards
7.1.3	section 167(3)	Offence relating to protection of children from harm and hazards
7.2.2	section 168	Offence relating to required programs
7.1.3	section 168(2)	Offence relating to required programs
7.1.2, 7.1.3	section 169	Offence relating to staffing arrangements
7.1.2	section 170	Offence relating to unauthorised persons on education and care service premises
7.1.3	section 170(3)	Offence relating to unauthorised persons on education and care service premises
7.1.3	section 170(4)	Offence relating to unauthorised persons on education and care service premises
7.1.2	section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises
7.1.2	section 172	Offence to fail to display prescribed information
7.1.2	section 173	Offence to fail to notify certain circumstances to Regulatory Authority
7.1.2	section 174	Offence to fail to notify certain information to Regulatory Authority

7.1.2, 7.1.3	section 174A	Family day care educator to notify certain information to approved provider
7.1.2	section 175	Offence relating to requirement to keep enrolment and other document
7.1.3	section 175(3)	Offence relating to requirement to keep enrolment and other documents
7.1.2	section 188	Offence to engage person to whom prohibition notice applies
7.1.2	regulation 16	Matters relating to criminal history
7.2.1	regulation 31	Condition on service approval-quality improvement plan
7.1.1, 7.2.1	regulation 55	Quality improvement plans

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.1, 7.2.1	regulation 56	Review and revision of quality improvement plans
7.1.3	regulation 72	Offences in relation to giving false or misleading statements about ratings
7.2.2	regulation 73	Educational program
7.1.3	regulation 77(2-3)	Health, hygiene and safe food practices

7.1.3	regulation 78(2-3)	Food and beverages
7.1.3	regulation 79(2-3)	Service providing food and beverages
7.1.3	regulation 80(2-3)	Weekly menu
7.1.3	regulation 81(2-3)	Sleep and rest
7.1.3	regulation 82	Tobacco, drug and alcohol-free environment
7.1.3	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
7.1.2, 7.1.3	regulation 84	Awareness of child protection law
7.1.2, 7.1.3	regulation 85	Incident, injury, trauma and illness policies and procedures
7.1.2	regulation 86	Notification to parents of incident, injury, trauma and illness
7.1.2, 7.1.3	regulation 87	Incident, injury, trauma and illness record
7.1.2	regulation 88	Infectious diseases
7.1.2, 7.1.3	regulation 89	First aid kits
7.1.2, 7.1.3	regulation 90	Medical conditions policy

7.1.2, 7.1.3	regulation 92	Medication record
Standard/element	National Law (section) and National Regulations (regulation)	
7.1.3	regulation 93(3-4)	Administration of medication
7.1.3	regulation 94(2)	Exception to authorisation requirement—anaphylaxis or asthma emergency
7.1.3	regulation 95(c)	Procedure for administration of medication
7.1.2, 7.1.3	regulation 97	Emergency and evacuation procedures
7.1.3	regulation 98	Telephone or other equipment
7.1.2, 7.1.3	regulation 99	Children leaving the education and care service premises
7.1.3	regulation 100	Risk assessment must be conducted before excursion
7.1.2	regulation 101	Conduct of risk assessment for excursion
7.1.3	regulation 102	Authorisation for excursions
7.1.2, 7.1.3	regulation 116	Assessments of family day care residences and approved family day care venues
7.1.3, 7.2.2	regulation 118	Educational leader

7.1.3	regulation 120A	Placing a person in day-to-day charge
7.1.2	regulations 117A-117C	Minimum requirements for persons in day-to-day charge, nominated supervisors and family day care educators
7.1.3	regulation 124	Number of children who can be educated and cared for—family day care educator
7.1.3	regulation 136	First aid qualifications
7.1.3	regulation 144	Family day care educator assistant
7.1.2	regulations 145-147	Staff and educator records – centre-based services
7.1.2, 7.2.2	regulation 148	Staff and educator records – centre based services - Educational Leader
7.1.2	regulations 149-152	Staff and educator records – centre-based services
Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	regulations 153-154	Register of family day care educators, co-ordinators and assistants
7.1.3	regulation 155	Interactions with children
7.1.3	regulation 157	Access for parents
7.1.2	regulations 158-162	Attendance and enrolment records

7.1.3	regulation 159	Children’s attendance record to be kept by family day care educator
7.1.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
7.1.3	regulation 161(2)	Authorisations to be kept in enrolment record
7.1.2	regulation 163-166	Residents at family day care residence and family day care educator assistants
7.1.3	regulation 164	Requirement for notice of new persons at residence
7.1.3	regulation 165(2)	Record of visitors
7.1.3	regulation 166(2)	Children not to be alone with visitors
7.1.2	regulation 167	Record of service’s compliance
7.1.2, 7.1.3, 7.2.3	regulation 168	Education and care service must have policies and procedures
7.1.2, 7.1.3, 7.2.3	regulation 169	Additional policies and procedures—family day care service
7.1.2, 7.1.3	regulation 170	Policies and procedures to be followed
7.1.2, 7.1.3	regulation 171	Policies and procedures to be kept available
7.1.2	regulation 172	Notification of change to policies or procedures

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	regulations 173-176A	Display and reporting of prescribed information
7.1.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
7.1.3	regulation 179	Family day care educator to provide documents on leaving service
7.1.2, 7.1.3	regulation 180	Evidence of prescribed insurance
7.1.2	regulation 181	Confidentiality of records kept by approved provider
7.1.3	regulation 182	Confidentiality of records kept by family day care educator
7.1.2	regulations 183-184	Confidentiality and storage of records
7.1.2, 7.1.3	regulation 185	Law and regulations to be available
7.1.2	regulation 344 Tasmania	Safety screening clearance – staff members
7.1.2	regulation 358 Victoria	Working with children check to be read
7.1.2	regulation 359 Victoria	Criminal history record check to be read and considered

Quality Improvement Plan for Quality Area 7

Summary of Strengths

Strengths

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 DFE and the Educational Director. The Principal regularly attends Partnership meetings and supports Professional Development sessions for all Educators.

- The Preschool's philosophy, visions and practices are displayed in the Preschool. It has been collated with staff, the Principal and families with practice in mind. The philosophy is also approved by Governing Council and is reviewed on a yearly basis. **(Elements: 7.1.1, 7.1.2, 7.2.1, 7.2.2)**
- Continuous improvement and effective self-assessment of our programmes, processes and routines are a continual priority. Regular discussions take place in weekly staff meetings as ongoing critical reflection and self-assessment. **(Element: 7.2.1)**
- 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. **(Elements: 7.1.1, 7.1.2, 7.2.1, 7.2.2)**
- The Preschool staff continually reflect on their programming and learning experiences, which are recorded in the critical reflection book. This provides valuable information for future planning **(Elements: 7.1.1, 7.2.1, 7.2.2)**
- The Pines School Based Preschool is on site at 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. **(Elements: 7.1.2, 7.1.3, 7.2.1)**
- The Governing Council encompass the finance, fundraising, canteen committees. A Governing Council Advisory Committee meets termly with the Happy Haven OSHC Directors. **(Elements: 7.1.2, 7.1.3)**
- All preliminary changes/decisions in regards to policies/procedures in the Preschool are passed onto the Governing Council for consultation and approval. Parents/ caregivers are then informed. **(Elements: 7.1.2, 7.1.3, 7.2.1)**
- Effective management and administrative systems are embedded in place to support the management of the School, including the Preschool which include: **(Element: 7.1.2)**
 - 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 EDSAS for financial accounting
 - use of financial analysis and budgeting system (FABSNET) to develop and manage budgetary and financial requirements

- the use of 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 DFE online financial statement
- If children are enrolling at the Pines School, their files are transferred to the School. **(Elements: 7.1.2)**
 - New Educators who join the team are inducted -shown around the Preschool and provided with information about processes, routines and systems. Children's health or cultural needs are explained and other key information including, where medication and first aid supplies are stored explained. **(Elements: 7.1.1, 7.1.2, 7.1.3)**
 - 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. **(Elements: 7.1.2, 7.1.3)**
 - 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 Tea Tree Gully TRT Scheme). **(Elements: 7.1.2, 7.2.2)**
 - 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. **(Elements: 7.1.2, 7.1.3, 7.2.1)**
 - The Principal delegates responsibility and decision making of the day to day routine of the Preschool in the first instance, to the core full time permanent Preschool Teachers, Maria Battisti and Lucy Hlatshwako and if they are absent to part time teachers (Miriam Solano, Dianne Duggan and Emma Barone). **(Elements: 7.1.2, 7.1.3, 7.2.2)**
 - 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 programs, the children's needs, training, learning experiences, and also reflecting on and revisiting goals/expectations/policies/procedures. Teachers who work on Tuesday also attend the school staff meeting. **(Elements: 7.1.2, 7.1.3, 7.2.1, 7.2.2, 7.2.3)**
 - The site complies with all policies and DFE systems for confidential information storage. **(Elements: 7.1.2, 7.1.3)**
 - The Preschool has an archive system in place, which involves children's records, financial records and centre based records. **(Element: 7.1.2)**
 - 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: 7.1.2)**
 - 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. Sam Konnis, the School Deputy Principal also assists with referrals for additional support as required. **(Element: 7.1.2)**
- All Educators in the Preschool have a DFE email address to use and access information from DFE and within the School Site. **(Elements: 7.1.2, 7.1.3)**
 - The School keeps records of any volunteers, visitors of contractors that go into the Centre. The school provides training for volunteers twice a year. **(Element: 7.1.2)**
 - 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 Early Childhood Leader (Para Hills Office) was informed and assisted notify DFE for a waiver on the Preschool's capacity. **(Element: 7.1.2)**
 - DFE role descriptions for Teachers, SSOs and BSSOs are available in the Preschool office for all staff to read. **(Element: 7.1.3)**
 - Roster systems and timetables for all staff are revised each term and on display in the Preschool office. This ensures that all staff are aware of each other's roles and responsibilities. **(Elements: 7.1.2, 7.1.3)**
 - The Educational Leader is given additional administration time to fulfil the roles and responsibilities relating to the educational programme and overall management of the Preschool. **(Elements: 7.1.2, 7.1.3, 7.2.2)**
 - The ACECQA "role of the educational leader information sheet" is available in the Preschool office for reference and is used as a tool for critical reflection. **(Elements: 7.1.3, 7.2.1, 7.2.2)**
 - Preschool Teachers attend whole School staff meetings (every Tuesday) as well as their own Preschool team meetings (every Wednesday). **(Element: 7.1.3, 7.2.1, 7.2.3)**
 - 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. **(Elements: 7.1.3, 7.2.2)**
 - All Educators at the Preschool are part of the School's strong emphasis on continual professional improvement in order to support practices, programming and learning. **(Elements: 7.1.3, 7.2.1, 7.2.2, 7.2.3)**
 - All Educators participate in performance development meetings with their Line Managers. These meetings provide Educators along with their Line Managers the opportunity to discuss goals to be achieved, ongoing professional development (in line with the School and Preschool priorities) and also personal improvement. **(Elements: 7.2.1, 7.2.3)**
 - Preschool Teachers have opportunities to attend training and up to date Professional Development sessions in line with the whole School priorities and Preschool priorities. **(Elements: 7.1.3, 7.2.1, 7.2.3)**
 - At the Preschool, opportunities exist for all Educators to attend up to date training, such as recent training - 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 and development fosters a professional learning community, a collaborative work environment and effective implementation of new ideas in the Preschool. **(Elements: 7.2.1, 7.2.3)**
 - The School Early Years Leader assists Preschool teachers and children twice a week with early years play based numeracy improvement activities, to develop the 4 Top 5. **(Elements: 7.2.1, 7.2.2)**

Key improvements sought for Quality Area 7

Improvement plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Standard 7.1 Element: 7.1.1	All staff support our philosophy and have a clear understanding of their roles/responsibilities.	H	<ul style="list-style-type: none"> Philosophy on display for all staff members to reflect and link to. Staff meetings to discuss the Governing Council approved philosophy. Breaking down the philosophy to see how it looks in practice. Formal / informal critical reflections on individual practice, responsibilities and how the philosophy guides all aspects of the service's operations. Eg: daily discussions and staff meetings. 	<ul style="list-style-type: none"> The philosophy guides all aspects of the service's operations. Staff embeds the philosophy into their practice. 	Ongoing	<p>*February 2018 - all staff revisited and revised Preschool philosophy in consultation with the Principal and Early Years Coordinator. Critical discussions about how the philosophy looks like in practice. Draft philosophy sent out to families for feedback.</p> <p>*March 2018 - Philosophy rewritten with feedback from stakeholders. The Philosophy was then taken to Governing Council for approval. Formally approved by Governing Council. Philosophy now on display at the Preschool and in the policies folder for families.</p> <p>*March 2018 - explored and downloaded DFE Teachers, SSOs, Preschool</p>



						Support and BSSOs roles and responsibilities. Folder developed and easily accessible for all staff to access and read.
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