

# The Pines School Based Preschool Quality Improvement Plan

National Quality Standard

January 2019



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

<b>Service name</b>		<b>Service approval number</b>	
The Pines School based Preschool		SE-00011041	
<b>Primary contacts at service</b>			
Amber Yepa, Preschool Leader, Amber.May60@schools.sa.edu.au			
<b>Physical location of service</b>		<b>Physical location contact details</b>	
Street	42 Andrew Smith Drive	Telephone	8281 2199
Suburb	PARAFIELD GARDENS	Mobile	
State/territory	South Australia	Fax	
Postcode	5126	Email	cpc.info87@schools.sa.edu.au
<b>Approved Provider</b>		<b>Nominated Supervisor</b>	
Primary contact	Anne-Marie Hayes, Executive Director, Early Years and Child Development	Name	Cherie Collings
Telephone	8226 3463	Telephone	8281 2199
Mobile	0407 474 884	Mobile	
Fax		Fax	
Email	annmarie.hayes2@sa.gov.au	Email	cherie.collings609@schools.sa.edu.au
<b>Postal address (if different to physical location of service)</b>			
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	12:00	15:10	15:10		

## 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 near The Pines Child Care Community Centre and privately run Happy Haven 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 Term 1 2019 are: 29<sup>th</sup> March, 29<sup>th</sup> April, 7<sup>th</sup> June, 30<sup>th</sup> August and 2<sup>nd</sup> September. Any other dates to be decided by Governing Council and communicated to families with plenty of notice.
- 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 financial disadvantage, 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 Wednesday mornings (8.30am - 12.00pm) during the odd weeks of the term (Weeks: 1,3,5,7,9)

**Group B:** Children attend Thursday/Friday 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)

Amber Yepa, Preschool Leader, Responsible Person In Charge

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:

## Service statement of philosophy

Please insert your service's statement of philosophy here.

### **Our Philosophy**

At the Pines School Based Preschool, we view children as naturally curious and capable learners. Therefore, we provide children with opportunities to actively participate in their learning through an inclusive, play based curriculum. We believe children learn best when they feel safe to participate in play experiences that are meaningful and reflect real life contexts.

As educators, we develop warm reciprocal relationships with children, families and the wider community to ensure everyone belongs and feels their culture is valued and included. We acknowledge the Kurna People as the traditional owners of the land and respect their spiritual connection to the land, which we strive to embed in the learning environment.

We value each child's individual learning pathway. We critically reflect and document children's learning to ensure each child's strengths, interests and capabilities are the foundation of the curriculum. We provide an open-ended environment to encourage children to co-construct their own learning alongside educators, to develop skills, processes and dispositions to reach their highest 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

<b>Standard 1.1</b>	<b>The educational program enhances each child's learning and development.</b>	
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.
<b>Standard 1.2</b>	<b>Educators facilitate and extend each child's learning and development.</b>	
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.
<b>Standard 1.3</b>	<b>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</b>	
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.

## National Law and National Regulations underpinning Quality Area 1

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 1 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)	1.1.1
Section 168	Offence relating to required programs	1.1.1, 1.1.2
Regulation 73	Educational program	1.1.1
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program	1.3.1
Regulation 75	Information about educational program to be kept available	1.3.3
Regulation 76	Information about educational program to be given to parents	1.3.3
Regulation 274A NSW	Programs for children over preschool age	1.3.1
Regulation 289A NT	Programs for children over preschool age	1.3.1
Regulation 298A Queensland	Programs for children over preschool age	1.3.1



# Quality Improvement Plan for Quality Area 1

## Summary of strengths for Quality Area 1

### Strengths

#### Exceeding theme 1: Practice is embedded in service operations

- The Pines 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; 1.1.2; 1.1.3)**
- The Preschool's educational program and practice consistently aligns with our 'Statement of Philosophy' **(Elements 1.1.1)**.
- Our cycle of planning is an embedded practice, as all educators actively participate in collecting observations, noting children's interests, skills, development and valuable information derived from discussions with families. This information is then reflected on and discussed for further planning and implementation of learning experiences. **(Elements: 1.3.1, 1.3.2, 1.3.3)**
- 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)**
- The EYLF Practice of 'learning through play' guides educators to support and promote the development of children's dispositions using the "You Can Do It!" Early Childhood Education program characters **(Elements 1.1.1; 1.1.2)**.
- The EYLF is reflected in our planning cycle, assessment and reporting processes including; Curriculum planning, Individual Learning Plans (ILPs), annotated photographs/learning stories, shared documentation in learning journals, and an end of year Statement of Learning. 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)**
- 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)**
- We ensure each child's interests and choices are included, to develop active participation in social development/learning through open ended resources, focus children are allocated to each teacher and the cycle of planning. **(Elements: 1.1.3, 1.2.2, 1.2.3)**
- All educators ensure parents/caregivers have many opportunities to communicate with educators and receive information. Newsletters are sent out twice 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. Communication methods such as displays, emails, text messages and the 'Skoolbag app' are also used. **(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. 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 for each child are formulated from data collected. In term four, information is collected again to measure distance travelled and growth in each individual. **(Elements: 1.3.1, 1.3.2)**

- 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)**
- Each family at the Preschool receive regular feedback of their child's learning and development. In term 1, contact is made through a phone call or chat to introduce their child's focus Teacher, to answer any questions and to discuss goals and concerns. The best way to stay in contact is made so that regular, meaningful communication is established and maintained. In term 2, families are invited to discuss their child's progress and any other information with their focus Teacher in an interview. In term 4, families receive a completed Statement of Learning Report, which with parent/guardian consent is also forwarded to the child's school. **(Elements: 1.3.1, 1.3.2, 1.3.3)**

### **Exceeding theme 2: Practice is informed by critical reflection**

- Our critical reflections of observations/data led 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)**
- Informal and formal critical reflection around authentically incorporating the diverse cultural backgrounds of our children and the community is a regular part of our daily practice, the programming cycle and during staff meetings. All educators are open and honest about their attitudes and practice to ensure we all continually improve, both as a team and individually. **(Elements: 1.1.1; 1.1.2; 1.3.2)**
- Through past and ongoing critical reflection, 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)**
- As a team, we participate in an 'site review' each year, utilising resources such as the NQF Standards, the Reflect Respect Relate document or Department and Partnership directives and initiatives. In 2018, a site review was conducted using the Revised National Quality Standards, focussing on the 3 themes in each element. This information has been used to inform the QIP, goals for 2019 and PD planning. **(Elements: 1.1.3, 1.2.1, 1.3.2)**
- Transitions during sessions are kept to a minimum. After deep critical reflection as a team, we now use a 'rolling snack and lunch' approach, where children are able to access their snack anytime from the beginning of the day until 2.30pm (pack up time). Children are able to have their lunch between 11:45am and 1pm. Children are given reminders to have their snack and lunch, with a visual board for children and educators to use and ensure each child has eaten. This is important for child's agency so they can access facilities. **(Elements: 1.1.3, 2.1.1)**
- As part of the planning cycle, observations of our selected focus children each fortnight are recorded in our 'programming book', along with a future plan that is also included in our curriculum program, located in our 'critical reflection journal'. The 'programming book' and 'critical reflection' journal are both available on the kitchen bench for educators to critically reflect on at any time. Critical reflection of observations, future planning and the program occurs in various ways – individually, informally in small groups or with the whole team during programming sessions. **(Elements: 1.3.1, 1.3.2, 1.3.3)**
- During 2018, a Hollywood, Lakes and Gardens (HLG) Partnership initiative was Lisa Burman's 'Playful Literacies'. Educators were selected to attend offsite training in 'Children are writers'. The Educators informed the rest of the team and facilitated critical reflection of current ideas and practices to aid goal-setting and future planning. Amanda Bartram also visited Educators onsite to provide support and guidance. One of many improvements was creating a 'Writer's Café', where children could re-visit books they and others had created. **(Elements: 1.1.1; 1.1.2; 1.2.1;**

### 1.2.2)

- Throughout 2018, Educators participated in LDAR (Learning Design and Reflection) training days. Information and resources were shared with the rest of the team and an inquiry question was formed for all staff to observe and reflect on how children collect data outside. Sharing observations, reflecting individually and as a team and documenting children's and our learning in this area. Developing our collection of loose parts, learning how to store them, set up and intentionally teach children ways to use them was identified as a goal. The LDAR training also highlighted the need to critically reflect on documentation and its role in the programming cycle. Families were also involved in this process in terms of sharing documentation and asking for their feedback and reflections. **(Elements: 1.1.1; 1.1.3; 1.2.3; 1.3.2; 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, text messages and the 'The Pines Skoolbag app'. Children are encouraged and supported to reflect on their learning and feedback sheets are made available for families. **(Element: 1.3.3)**

### Exceeding theme 3: Practice is shaped by meaningful engagement with families and/or the community

- We engage with families and the community, valuing their voice and inviting them to contribute. We have an 'open door' policy and actively seek and invite families to be involved at Preschool, for instance cooking, dancing, gardening, sports, etc. We celebrate and acknowledge specific cultural occasions and special days in our curriculum, through information sharing, displays and relevant learning experiences. Families and bilingual assistants are invited and provided opportunities to share celebrations with the children. **(Elements: 1.1.2; 1.3.3)**
- Each day, the children and educators acknowledge that we meet on Kurna land and pay our respects to the Karuna people, the Aboriginal people of the Adelaide Plains. We strive and critically reflect on ways to meaningfully and authentically incorporate Kurna language, Aboriginal culture and perspectives into the daily routine and learning environment. Links are made with the school's Aboriginal Education Unit and Aboriginal community members through incursions/excursions. **(Elements: 1.1.1; 1.1.2)**
- All educators build positive relationships with all children and families through:
  - Greeting children by name and parents/caregivers in the mornings, being approachable and available for positive conversations with parents/caregivers. **(Elements: 1.2.1, 1.3.3)**
  - Using greetings in various languages that 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 make themselves available for meaningful engagement with families through informal and formal discussions at the beginning, during and end of the session. Each child is allocated a 'focus teacher'. This teacher makes contact with each of their families to determine the best methods of communication. Families are encouraged to make a time with an Educator if they would like to discuss their child's learning progress in greater detail. **(Element: 1.1.4)**
- Individual Learning Plans (ILP) are developed for children who are identified at risk. ILPs are written in Term 2 and are based on observations, analysis, discussions with families and goals collected during the first term. These plans are communicated to families and learning goals are established for each child. This may lead to referral to Support Services. Parents/Caregivers receive copies of these plans and are kept up to date with progress via formal/informal discussions that shape our practice and the ongoing cycle of planning. **(Elements: 1.1.2, 1.2.1, 1.3.1, 1.3.2)**

## Key improvements sought for Quality Area 1 Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?
1.2.2	Playful Literacies	Continuing training and development with Lisa Burman - as a site and within the HLG Partnership	H	<ul style="list-style-type: none"> <li>◆ Choose 2 Educators to attend the offsite training days.</li> <li>◆ Provide release time for educators during site visits and to prepare resources, focus on the project, etc.</li> <li>◆ Educators share knowledge and resources with the rest of the team. So all educators have a common understanding of Playful Literacies and the site project.</li> <li>◆ Set goals and future planning</li> <li>◆ Develop children's identity as readers and writers.</li> <li>◆ Implement plans</li> <li>◆ Provide info for relief staff, outlining the project, aims and examples of language we are using and modelling for the children.</li> <li>◆ Create a book stack for possible 'nudges' and extensions of children's learning.</li> <li>◆ Brainstorm list of mini-lessons for extending children's learning. (If you see it in a book you can teach it.) "Read like a writer, write like a reader"</li> <li>◆ Information for families – time for questions. Allows everyone to be on the same page – continuity of learning.</li> <li>◆ Host a book making session for families.</li> <li>◆ During Book Week, invite families for their children to read them one of their books.</li> <li>◆ Reflection and adjustment</li> </ul>	<ul style="list-style-type: none"> <li>◆ Children identify themselves as readers and writers.</li> <li>◆ Child's voice recorded in observations and documentation support their identity as readers and writers.</li> <li>◆ Displays of children's books and writing.</li> <li>◆ All educators have an understanding of Playful Literacies, our project and goals.</li> <li>◆ Families engage in book making and take this home with children. Families share books made at home.</li> <li>◆ Collect samples of books in Term 1 and Term 4 to see evidence of learning and growth.</li> </ul>	Ongoing

1.2.3	How can each child have more agency, choice and be involved in making decisions?	For each child to have more involvement in their learning environment and journey		See Goals in Quality Areas 2 and 6		
1.3.1	Educators critically reflecting on the planning cycle.	To learn about, trial and reflect on different planning approaches and cycles. Eg, Emergent, inquiry based learning.	H	<ul style="list-style-type: none"> <li>◆ Reflect on our current planning cycle. Discuss what works and what doesn't.</li> <li>◆ Reflect on the idea of changing the planning cycle – thoughts? Why? Concerns?</li> <li>◆ Utilise the knowledge and experience of our teacher, Natasha, who has worked at various sites with different planning cycles.</li> <li>◆ Professional readings, professional development.</li> <li>◆ Brainstorm a new method to try for Term 1 to be critically reflected on at the end of Term 1.</li> <li>◆ Visit other sites that use different planning cycles to gain insight, information and resources.</li> <li>◆ Google 'Planning cycles', post on Early Years pages on Social Media.</li> <li>◆ Keep an eye out for T&amp;D opportunities.</li> <li>◆ How can SSOs be more involved and contribute to the planning cycle? Brainstorm.</li> <li>◆ Try out different planning cycles.</li> <li>◆ Reflect individually and as a team about the cycle. What worked, what didn't? Readjust and try again, or try something different?</li> <li>◆ Be open and keep trying different methods</li> </ul>	<p><u>Educators:</u></p> <ul style="list-style-type: none"> <li>◆ With critical reflection – aim for the majority that approves of the new planning cycle.</li> <li>◆ It flows and is embedded in the workplace, everyone on board.</li> </ul> <p><u>Children:</u></p> <ul style="list-style-type: none"> <li>◆ Engage in play/experiences that follow their own interests and reflect their unique contexts.</li> <li>◆ The curriculum immediately meets their needs/ interests/ etc.</li> </ul> <p><u>Learning Environment:</u></p> <ul style="list-style-type: none"> <li>◆ Open ended to allow for endless possibilities, opportunities for children to resource their own learning.</li> <li>◆ Space to scaffold children's ideas / interests / needs / etc in the moment.</li> <li>◆ Ever changing, evolves over time – short and long term.</li> </ul> <p><u>Families:</u></p> <ul style="list-style-type: none"> <li>◆ Children are having conversations about what the children are enjoying and participating in.</li> <li>◆ Families communicate conversations they have with their children to educators.</li> <li>◆ Families are informed about the curriculum and what's happening at Preschool.</li> <li>◆ Able to contribute and be involved in the curriculum and planning cycle (What does this look like?)</li> </ul>	Ongoing

## 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

<b>Standard 2.1</b>		
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.
<b>Standard 2.2</b>		
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.

## National Law and National Regulations underpinning Quality Area 2

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 2 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated Element
Section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	2.2.3
Section 165	Offence to inadequately supervise children	2.2.1
Section 166	Offence to use inappropriate discipline	2.1.1, 2.2.1
Section 167	Offence relating to protection of children from harm and hazards	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
Regulation 77	Health, hygiene and safe food practices	2.1.2
Regulation 78	Food and beverages	2.1.3
Regulation 79	Service providing food and beverages	2.1.3
Regulation 80	Weekly menu	2.1.3
Regulation 81	Sleep and rest	2.1.1



<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 82	Tobacco, drug and alcohol free environment	2.2.1
Regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs	2.2.1
Regulation 84	Awareness of child protection law	2.2.3
Regulation 85	Incident, injury, trauma and illness policies and procedures	2.1.2
Regulation 86	Notification to parents of incident, injury, trauma and illness	2.1.2
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
Regulation 90	Medical conditions policy	2.1.2
Regulation 91	Medical conditions policy to be provided to parents	2.1.2
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	2.1.2
Regulation 97	Emergency and evacuation procedures	2.2.2





<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 98	Telephone or other communication equipment	2.2.2
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	2.2.1

## Quality Improvement Plan for Quality Area 2

### Summary of strengths for Quality Area 2

#### Strengths

##### Exceeding theme 1: Practice is embedded in service operations

- The EYLF Principles, Practices, and Outcome 3 – ‘Children have a strong sense of wellbeing’ guides educators’ pedagogy to provide children a curriculum that promotes children’s health and safety. **(Elements: 2.1.1)**
- Children’s information along with their photos and health care plans are displayed in the office, kitchen and roll book for all Educators and relief staff to see. The medication cupboard is located in the office that 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/caregiver’s signature, indication that the medication was administered, staff/signature. **(Elements: 2.1.2, 2.2.2)**
- 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/caregivers for them to sign. **(Elements: 2.1.2, 2.2.1, 2.2.2)**
- If a child is injured and requires first aid, Educators follow the first aid procedure, the injury is also assessed and appropriate treatment is carried out. The first aid cupboard is 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)**
- 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/caregivers and other support agencies if necessary. We have a nappy changing facility adjacent to the Preschool. 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 in the ‘Change of clothes book’ in the children’s bathroom. **(Elements: 2.1.2, 2.2.1, 2.2.2)**
- Hand washing practices are modelled by all educators and embedded in the daily routine. Children are consistently reminded by all educators to wash their hands before snack and lunch times and after messy activities, 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)**
- 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. Eating 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). All toys and play areas are cleaned and sanitised each Wednesday or as needed. The school has allocated

budget to have the Preschool thoroughly 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 and link to EYLF outcomes. 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 in the 'Family and Community Information' area. 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. **(Element: 2.1.3)**
- Children eat snack and lunch at a designated area (under the veranda) 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, add graphic 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)**
- 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)**
- Each child is protected within 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, activity room and outside for visual ease of access. **(Element: 2.2.1)**
- Children are explicitly taught about staying safe inside and outside play at Preschool. For example: checking the 'stop/go sign' and waiting for an Educator to be outside before going outside; wearing a hat in accordance to our hat policy (no hats required during term 2, week 6 to term 3, week 6), letting an Educator 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 family communication 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 provided for children who haven't had sunscreen applied in the morning. At enrolment, every family indicates whether they give us permission to provide sunscreen for their child. Families who do not give consent, can provide alternate sunscreen brands for their child. When families indicate no sunscreen at all, we do our very best to ensure that their children are in shaded areas, such as under the veranda or in the sandpit. During relaxation, sunscreen is reapplied on each child (who have permission). Educators assist children to appropriately apply sunscreen. Educators regularly demonstrate to children how to apply sunscreen. This is supported by our 'SunSmart and Hot Weather' Policy **(Elements: 2.1.2, 2.2.1)**
- All Educators have undertaken and accordingly update their "Responding to Abuse and Neglect Training", "Child Protection Curriculum", "CPR update Training", "First Aid", and "Asthma & Anaphylaxis Training". Photocopies of training certificates completed by Educators at the site are kept in the office, in a folder labelled 'Staff Certificates' located in a lockable filing cabinet. An educator is nominated to be responsible for monitoring all mandated requirements. **(Elements: 2.2.2, 2.2.3)**
- Risk assessments have been developed and are regularly reviewed for daily routines and experiences to foresee, predict, manage and minimise incidents. These risk assessments include, staff going to the toilet (as the toilet is located outside the Preschool), water play,

cooking, using hot glue guns, children removing shoes, etc. **(Elements: 2.2.2)**

### **Exceeding theme 2: Practice is informed by critical reflection**

- The learning environment supports children with opportunities to rest in quiet areas 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 educators. Educators 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)**
- 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)**
- After deep critical reflection in regards to the 2 hand basins, our hand washing process and 45 children in 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 tables (under the veranda) are 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)**
- Storage of children's lunches are kept in the fridge located in the activity room, unless parents/caregivers have requested a different arrangement. Drinking is encouraged by children bringing their own water bottles, children who do not have a drink bottle are given cups of water throughout the day. Educators remind children to drink water throughout the day. Children at snack and lunch times 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)**
- Healthy eating and physical activities/experiences are promoted through the educational programme linking with EYLF outcomes. 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/caregivers to watch, participate and learn. Hands on experiences linking to real life context and the importance of sustainability are 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/caregivers share cooking experiences at the Preschool. We encourage family involvement through newsletters, handouts and informal discussions. **(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)**
- Educators critically reflect and review site policies/procedures keeping within recognised guidelines and other legislative resources. **(Elements: 2.1.2)**

- All excursions have a completed risk assessment that is provided to all educators and families. While on excursions the Preschool Leader gives educators and volunteers explicit inductions, directions and care groups. **(Elements: 2.1.2; 2.2.1; 2.2.2)**
- Ensuring children's safety and wellbeing is paramount at our Preschool. 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 week, an Educator completes a 'weekly 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. **(Elements: 2.2.2; 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)**
- Maria Battisti is the WHS Preschool representative who attends and reports any hazards to the WHS Committee during meetings or immediately if urgent. **(Elements: 2.1.2, 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, Educators 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 are aware of their responsibility and role in reporting children at risk of abuse and neglect. Educators are vigilant in looking for signs of abuse/neglect and engage in conversations with families to discuss children's wellbeing. Educators have attended training and are provided with information on reporting. All teachers have completed 'Professional Learning for Keeping Safe: Child Protection Curriculum'. **(Elements: 2.2.3)**

**Exceeding theme 3: Practice is shaped by meaningful engagement with families and/or the community**

- On enrolment, children's health, medical, dietary and cultural needs are discussed and appropriate management strategies are put in place. Parents/Caregivers 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)**

- At the time of enrolment, parents/caregivers 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 Preschool Leader will contact the family 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)**
- 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 CHESSE websites are used to obtain health plans and further information. **(Elements: 2.1.2, 2.2.1, 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)**
- Parents/Caregivers are notified about any infectious diseases that are identified at the Preschool and are provided with information via handouts, newsletters, emails, text messages and the Skoolbag app. Additionally, a sign about an infectious disease is put on display on the door to the Preschool. This ensures and maintains safe and effective service operations for the children, staff, families and the community. **(Elements: 2.1.2, 2.2.2)**
- Parents/Caregivers are required to sign their child in and out each time they are at Preschool. Educators check this sheet during the first group time to ensure all children are signed in. Educators support children who may require assistance during separation times. Appropriate strategies are also put into place with parents'/caregivers' consultation. **(Elements: 2.2.1, 2.2.2)**
- Educators inform all families enrolled of foods and substances that are harmful to some children, which may present a hazard, for example, peanut allergies. This is communicated through newsletters, handouts and at the family communication table under the veranda. **(Elements: 2.1.2, 2.2.2)**
- Injuries requiring first aid are recorded in the 'First Aid Book' located on top of the lockers next to the first aid cabinet. Parents/Caregivers are informed of the incident/injury either by phone call, in person, or by note in their pocket. This covers all bases when trying to inform families. If a parent/caregiver 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 family 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)**
- Community services such as Police officers and MFS officers visit the Preschool to share the message of safety to the children. **(Elements: 2.2)**
- Ongoing volunteers complete "Relevant History Screening" checks and complete the online "Responding to Abuse and Neglect" training and the DECD 'Volunteer Induction – online session'. **(Elements: 2.2.3)**

## Key improvements sought for Quality Area 2

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.2.3  2.1.2; 2.2.2	How can each child's agency promoted often enough?  How can children's voice be incorporated more into risk assessments?	Children's voice are included in risk assessments around risky play, sensory 'messy' play, hot weather, healthy eating, etc.	M	<ul style="list-style-type: none"> <li>◆ Brainstorm risk assessments that can be written</li> <li>◆ Draft risk assessments</li> <li>◆ Discuss and brainstorm with children, collect their ideas, opinions and comments.</li> <li>◆ Complete risk assessments with children's voice included</li> <li>◆ Communicate risk assessments with children, make visual?</li> <li>◆ Communicate risk assessments with families and the community</li> </ul>	<ul style="list-style-type: none"> <li>◆ Children take increasing responsibility for their actions</li> <li>◆ Children are more aware of consequences of their actions</li> <li>◆ Children are able to identify risks and make decisions with increasing independence.</li> </ul>	Term 3, 2019	
2.2.3	The Child Protection Curriculum could be better embedded into the curriculum	To integrate the Child Protection Curriculum into the overall curriculum, daily routine and learning environment	H	<ul style="list-style-type: none"> <li>◆ Ensure all teachers have completed the Keeping Safe: Child Protection Curriculum training</li> <li>◆ Share this knowledge with the rest of the team</li> <li>◆ Build on our collection of resources needed to explicitly teach the Child Protection Curriculum.</li> <li>◆ Brainstorm how topics can be integrated with important events and other areas.</li> <li>◆ Keep track of what topics were covered and where/how/etc.</li> </ul>	<p>Educators are more aware of the topics in the Child Protection Curriculum and it is embedded in our curriculum and teaching practice.</p> <p>Children display knowledge and understanding of Child Protection topics.</p>	Ongoing	

## 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

<b>Standard 3.1</b>	<b>The design of the facilities is appropriate for the operation of a service.</b>	
Fit for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
<b>Standard 3.2</b>	<b>The service environment is inclusive, promotes competence and supports exploration and play-based learning.</b>	
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, and 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.



## National Law and National Regulations underpinning Quality Area 3

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 3 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2
Regulation 104	Fencing	3.1.1
Regulation 105	Furniture, materials and equipment	3.2.2
Regulation 106	Laundry and hygiene facilities	3.1.1
Regulation 107	Space requirements—indoor	3.1.1
Regulation 108	Space requirements—outdoor	3.1.1
Regulation 109	Toilet and hygiene facilities	3.1.1
Regulation 110	Ventilation and natural light	3.1.1
Regulation 111	Administrative space	3.1.1
Regulation 112	Nappy change facilities	3.1.1
Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1



<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 115	Premises designed to facilitate supervision	3.1.1
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
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

## Quality Improvement Plan for Quality Area 3

### Summary of strengths for Quality Area 3

#### Strengths

#### Exceeding theme 1: Practice is embedded in service operations

- 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, also on the school site. 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. Each group visits the library every fortnight are able to borrow one book to take home. **(Elements: 3.1.1, 3.2.1)**
- The indoor space has a large mat area for activities/learning time, and also a wet area for arts/craft/painting/box constructions. The mat area also has a Interactive Whiteboard that is also used for learning time and technological learning experiences. The activity room is another large carpeted area with an Interactive TV, utilised for group learning, relaxation, incursions and other 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 rooms, veranda, and we also utilise the activity room for Playgroup, small group activities, speech work, a quiet space and as extra play space if weather necessitates. **(Elements: 3.1.1, 3.2)**
- 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 veranda and blinds also provides shelter and various table top activities for children to access. The veranda is also used by parents/caregivers as a waiting and meet/greet area upon arrival at Preschool. **(Elements: 3.1.1, 3.2.1, 3.2.2)**
- Children's toilets and eating tables are cleaned and disinfected, floors are swept under the tables 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)**
- 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/caregivers when arriving at Preschool. **(Elements: 3.1.1, 3.2.1)**
- As a team, we have begun to 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 that create shade over the swings and wooden benches. There is also a wooden platform structure that 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)**
- When setting up the learning environment, educators are mindful of positioning equipment and experiences in the shade. This includes moving some items throughout the day where possible. The outdoor area has a few mature trees that create shade, while other trees and plants are in the process of growing to create more shade. An umbrella in a secure umbrella stand is also used to create shade in areas that would otherwise be in the sun. **(Element: 3.1.1)**

- 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/Caregivers are encouraged (via displays, handouts and newsletters) to donate unused recyclables such as boxes, fabrics, paper etc. **(Elements: 3.2.2, 3.2.3)**
- 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)**
- The School and Preschool uses solar panels to power the electronic signboard at the front of the school. This signboard often includes information about the Preschool such as enrolling, playgroup and pupil free days. **(Element: 3.2.3)**
- 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)**
- The Preschool children visit the vegetable gardens at the School. Produce grown in the School gardens is used in the canteen, where Preschool children can order snacks and lunch. **(Element: 3.2.3)**
- Environmental 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, which is in the process of being fixed. There is also 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. Educators also bring in their pets from home, such as a turtle and bearded dragon lizard. 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)**

#### **Exceeding theme 2: Practice is informed by critical reflection**

- 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 had 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)**.

- 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 tablecloths are disinfected and washed. **(Elements: 3.1.1, 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)**
- In 2018, two Educators from The Pines Preschool attended the 'Playground Inspection' workshop. Information was communicated to all educators during staff meetings and on a needs basis. A 'to do' list was identified in relation to this training. Certificates of compliance for the swing frame and swings were resourced. A marker was taped around the bottom of the swing frame to identify 30cm of soft fall. A piece of dowel cut to 1.5m was purchased for Educators to use when setting up equipment to allow adequate impact areas. The Outdoor Learning Environments Standard is available in the Preschool office for Educators to use and refer to. **(Element: 3.1.2)**
- Soft fall is regularly checked and top ups are ordered when necessary. A marker on the swing frame indicates when soft fall is low in this area. This is checked each morning during set up and bark is raked back underneath the swings. **(Element: 3.1.2)**
- 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. Educators listen, observe and adapt the environment, involving children in the process. **(Elements: 3.2.1, 3.2.2)**
- Educators regularly reflect on making the outdoor area a child focussed environment – during planning and staff meetings. A variety of equipment and resources are identified that children are able to resource, move and utilise during their play, for example: logs, light climbing ladders, chairs, wheelbarrows, prams, etc. This increases children's sense of agency and choice within their learning environment. **(Elements: 3.2.1; 3.2.2)**
- Children's interests/ideas are recorded in observations and our 'learning journals'. Educators support children to extend and resource their own learning, or supply resources/information to aid children's interests/ideas in the moment. Interests/ideas are also programmed into the learning environment as part of the planning cycle. 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 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 using a variety of tradespeople and service providers. Information about our plans continue to be communicated to the children, their families and School Governing Council. We have collected children's ideas and family feedback about what they would like to see in an outdoor environment. **(Elements: 3.1.1, 3.2.2)**
- 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)**
- Educators have researched different natural and stimulating play spaces. Other inspiration for staff came from professional development workshops, 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 of a number of suggestions for our outdoor re-development. **(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 veranda, 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)**

#### **Exceeding theme 3: Practice is shaped by meaningful engagement with families and/or the community**

- 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 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 their water bottle and also access to the fridge (located in the Activity Room) to store their lunch. Each child's cultural identity is acknowledged and valued as part of our world greetings wall. Each family has access to their information pocket and there is also a family information board located outside the Preschool with various pamphlets/brochures/newsletters/past and current notices/QIP on display. Outside there is a family communication diary for parents/caregivers to write down relevant information Educators need to know, and there are also the sign in/out sheets. A family feedback box is also located on the family information table to capture feedback and thoughts. **(Elements: 3.1.1, 3.2.1)**
- Playgroup utilises our indoor activity room and the outdoor environments on Wednesday afternoons, when no Preschool children are present and Educators are engaged in the cycle of planning. This provides the opportunity for families and children who will be attending the Preschool in the near future to engage with and become familiar with our learning environment. **(Elements 3.2.1)**
- Excursions/incursions utilise community environments to promote dispositions such as discovery and exploration. **(Elements: 3.2.1; 3.2.3)**

## Key improvements sought for Quality Area 3

### Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.1 3.1.2 3.2.1 6.1.2 6.2.3	Outdoor area still needs updating and enhancing	Continue to use the budget allocate to upgrade the outdoor environment	H	<ul style="list-style-type: none"> <li>◆ Use child and staff voices, comments and feedback about the outdoor learning environment to develop a plan to communicate with contractors.</li> <li>◆ Seek family input for what they would like to see in an outdoor learning environment.</li> <li>◆ Organise, get quotes and book contractors such as plumbing, electrical, landscaping, carpentry.</li> <li>◆ Liaise with community and council organisations where possible.</li> <li>◆ Involve the families and communities in the form of working bees.</li> <li>◆ Research and seek advise on plants that are perennial, attract native bees and butterflies.</li> </ul>	<p>An engaging and natural outdoor environment that is flexible, safe and inclusive.</p> <p>Children are engaged in outdoor play experiences.</p> <p>Families and community are happy with the results.</p>	Term 4, 2019	
3.2.3	A lot of single use plastic is used in the form of resources and materials for everyday use.	To reduce single-use plastic purchases	H	<ul style="list-style-type: none"> <li>◆ Continue to use single-use plastic products until finished</li> <li>◆ Do not buy anymore single-use plastic resources. Eg: glitter, straws, etc.</li> <li>◆ Research alternatives to plastics. Eg: paper straws, alternatives to glitter.</li> <li>◆ Research and order natural resources for collage and events such as mother's and father's days.</li> <li>◆ Purchase child size cutlery to wash and re-use at eating times.</li> </ul>	<p>Natural resources and no single-use plastic products.</p> <p>All staff are aware and mindful of the resources and products that are purchased.</p>	Ongoing	

## 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. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

### Quality Area 4: Standards and elements

Standard 4.1		
Standard 4.1	<b>Staffing arrangements enhance children's learning and development.</b>	
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		
Standard 4.2	<b>Management, educators and staff are collaborative, respectful and ethical.</b>	
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.



## National Law and National Regulations underpinning Quality Area 4

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 4 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1
Section 161	Offence to operate education and care service without nominated supervisor.	4.1.1
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	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 co-ordinators	4.1.1
Section 164	Offence relating to assistance to family day care educators	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
Section 269	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 117A	Placing a person in day-to-day charge	4.1.1
Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1
Regulation 118	Educational leader	4.1.1

National Law and National Regulations		Associated element
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1



<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 153	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 154	Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1

## Quality Improvement Plan for Quality Area 4

### Summary of strengths for Quality Area 4

#### Strengths

#### Exceeding theme 1: Practice is embedded in service operations

- All Educators (including TRTs and relief SSOs) are inducted prior to commencement of site work. The 'Induction Folder' located in the Preschool office includes information about the Preschool and School, staff positions and roles, our philosophy statement, group norms, emergency procedures and Preschool routines. The 'Policies and Procedures' folder is also located in the Preschool office. **(Element: 4.1.1; 4.1.2)**
- Educators developed Group Norms and these are reviewed annually. Educators support each other in difficult situations such as behaviour management. The result is a positive and calm atmosphere where educators have common expectations and consistent practices and children feel they 'belong'. This is further supported by using regular relief educators that are familiar with the children and the Preschool routines. **(Elements: 4.1.2; 4.2.2)**
- 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)**
- Educator to child ratios are maintained at 1:10 at all times as determined by the National Quality Standards. **(Elements: 4.1.1, 4.2.2)**
- 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 follow the majority of children and 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)**
- A lunch roster is also implemented to ensure all Educators receive a 30 minute lunch break. Lunch breaks are taken during the rolling lunch time of the Preschool daily routine. Lunch breaks are covered by an SSO during this period. This ensures the Preschool maintains the Educator to child ratio. **(Elements: 4.1.1, 4.2.2)**
- All rosters are clearly displayed in the Preschool office, outside and in the Activity room for all Educators, including relievers to refer to. **(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)**
- 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, Student Wellbeing Leader and Numeracy Leader). The nominated supervisor and responsible person in charge/Educational Leader are clearly visible on the display board and on the Preschool office door. **(Element: 4.1.1)**
- Communication diaries are utilised to communicate important information (located in the Preschool office). Educators also make conscientious efforts to keep each other informed throughout the day and at staff meetings. **(Elements: 4.1.1, 4.2.1)**

### **Exceeding theme 2: Practice is informed by critical reflection**

- In response to 2018 goals and critical reflection, our Preschool staff consists of: a fulltime Preschool Leader, 2 permanent full time Teachers, 1 part time Teacher and 3 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)**
- The Preschool have a pool of regular relief staff, important to maintain consistency and familiarity for children and families. There are two folders (TRTs and Relief SSOs), which consist 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)**
- The appointed 'Certification Manager' in the school monitors expiry dates and updates staff certificates through the HR Management Information Portal. Additionally, at the Preschool, an Educator is responsible for keeping a current summary record sheet to monitor expiry dates of all staff certificates (folder located in filing cabinet in the Preschool office). **(Elements: 4.1.1, 4.2.2)**
- Regular staff meetings are an embedded practice at our Preschool, which are held each fortnight on Wednesdays. Staff meetings allow for healthy discussions and critical reflection about all matters in the Preschool. All Educators are encouraged to attend. 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 are rostered to attend the school staff meeting, passing on any relevant information between the school and Preschool. Where training or important information is delivered at the school staff meeting, all teachers are encouraged to attend. **(Elements: 4.2.1, 4.2.2)**
- Educators work collaboratively throughout the planning cycle to plan, implement educational programmes, reflect and evaluate. Educators work as a team to exchange information about children and the programme each fortnight during planning time on Wednesday afternoons, informal conversations, the 'programming book' and the 'critical reflection journal'. Each Educator's knowledge and skills are acknowledged, valued and shared. This is maintained by following our 'Group Norms'. Visual displays of our group norms are located in the Preschool office and in the staff meeting minutes book. **(Elements: 4.2.1, 4.2.2)**
- 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 Bartram) and LDAR (Learning, Design, Assessment, Reporting – DfE priority). **(Element: 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)**
- 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)**

### **Exceeding theme 3: Practice is shaped by meaningful engagement with families and/or the community**

- 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)**
- BSSOs are employed to assist children with EALD (English as an additional language dialect) and facilitate educators in their communication with families. **(Element: 4.1.1)**

## Key improvements sought for Quality Area 4

### Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.1.1	Induction process	To create an electronic induction process for educators – existing, new and relief	M	<ul style="list-style-type: none"> <li>◆ Create electronic copies of information, eg – emergency procedures, policies, etc.</li> <li>◆ Organise one folder dedicated to induction</li> <li>◆ Await final implementation of electronic sign in throughout the school - add this process to induction information.</li> <li>◆ iPad in Preschool for relief staff and volunteers to sign in.</li> <li>◆ Email out to existing educators</li> <li>◆ Begin to email to new educators, TRTs and relief SSOs on lists.</li> </ul>	<p>An electronic induction is embedded in service operations.</p> <p>Relief staff as well as existing staff are aware of the induction process.</p> <p>The induction process is smooth and accessible.</p>	Term 4, 2019. (Ready for beginning of 2020)	
4.2.1	Professional Collaboration	Continue to create a culture where all Educators value each other and their experience, ideas, skills and knowledge.	M	<ul style="list-style-type: none"> <li>◆ Organise roster so that Educators have non-teaching time together, to share, collaborate and reflect on various events, goals, training, observations, teaching practice, etc.</li> <li>◆ Educators attending 'Playful Literacies' training to share their learning and facilitate planning and implementation.</li> </ul>	<p>All Educators feel inspired and valued. Courage to ask for support and try new things, 'step out of comfort zone'.</p> <p>All educators have a strong sense of wellbeing, which is felt by the children, family and community.</p>	Ongoing	

## 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

<b>Standard 5.1</b>		
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.
<b>Standard 5.2</b>		
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.

## National Law and National Regulations underpinning Quality Area 5

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 5 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 166	Offence to use inappropriate discipline	5.1.1, 5.1.2, 5.2.2
Regulation 155	Interactions with children	5.1.1, 5.1.2, 5.2.2
Regulation 156	Relationships in groups	5.2.2



## Quality Improvement Plan for Quality Area 5

### Summary of strengths for Quality Area 5

#### Strengths

#### Exceeding theme 1: Practice is embedded in service operations

- 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)**
- Regular Educators at the Preschool foster consistency in children's learning, our relationships and expectations. This further ensures children feel safe and secure in their learning environment. **(Element: 5.1.1)**
- Children are greeted by responsive and cheerful Educators each morning. This provides a welcoming atmosphere and the opportunity for children to share with Educators their stories, news, or what they have done over the weekend. Educators also allocate time for children to present, share and talk about their experiences at group times. We also acknowledge and celebrate children's milestones (i.e. birthdays, special events, cultural celebrations and new siblings). **(Element: 5.1.1)**
- 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)**
- Educators are always available to support and assist children who are experiencing difficulties separating from their parent/caregiver. An Educator will then notify the parents/caregivers 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)**
- 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 locker, 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. We 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)**
- All educators ensure that all children feel safe, secure and supported through pre-entry sessions, which are offered to children prior to starting full time Preschool. Children attend 2-3 orientation sessions 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)**
- 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)**

- 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)**
- The Preschool has a behaviour policy and associated expectations that 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 in the 'Family and Community Information' area. 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/caregivers to assist us work in partnership and children are supported by staff to develop these skills. **(Elements: 5.1.1, 5.1.2, 5.2.1, 5.2.2)**
- All educators 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 and hygienic practices. **(Element: 5.1.2)**

#### **Exceeding theme 2: Practice is informed by critical reflection**

- 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)**
- Being responsive and developing children's sense of belonging is an ongoing embedded practice at the Preschool, as well as a main theme in our philosophy. Educators are responsive to children's interests, needs and emerging questions, adapting their teaching approaches to suit. Educators engage in active listening/conversations with the children. We are currently involved in training and coaching by Amanda Batram in 'Playful Literacies.' 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)**
- Opportunities for children to develop their dispositions as powerful learners to reach their full potential is embedded 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)**
- 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 open ended and 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 book and documentation in our learning journals. **(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)**

### **Exceeding theme 3: Practice is shaped by meaningful engagement with families and/or the community**

- We ensure families have the opportunity to speak to Educators each morning, as our routine includes 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/caregivers 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/caregiver consent, we have embedded into our practice, displaying their comments from reports and learning stories on the ‘Family voice’ board. This demonstrates the connection with families, in relation to acknowledgement, engagement and belonging. **(Element: 5.1.1, 6.1)**
- Further strategies are implemented for children who present severe and/or ongoing difficulties settling into the Preschool environment, for example: meetings/discussions with parents/caregivers 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)**
- Our Preschool support and bilingual workers collaborate with families and community organisations such as Novita, to ensure that children with special rights and children with English as an additional language or dialect are able to participate in a variety of learning experiences that our Preschool offers. **(Elements: 5.1.1, 5.1.2)**
- Children who identify as Aboriginal or Torres Strait Islander are supported through liaising and collaborating with Michelle Boerkamp, our ACEO (Aboriginal Community Education Officer) and Alicia Phillips, our AET (Aboriginal Education Teacher), both employed at The Pines School. **(Elements: 5.1.1; 6.1.2; 6.2.2; 6.2.3)**

## Key improvements sought for Quality Area 5

### Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.1 5.1.2 5.2.2	We seem to only use 'Oscar Organised' of the 'You Can Do It' Puppets	To embed using all the 'You Can Do It' puppets in the daily routine and the curriculum	M	<ul style="list-style-type: none"> <li>◆ Share and discuss each of the 'You Can Do It' Puppets.</li> <li>◆ Brainstorm how they can be used in the daily routine.</li> <li>◆ Brainstorm how they relate to areas of the learning environment and the curriculum.</li> <li>◆ Plan group times and role-plays using the puppets.</li> <li>◆ Reflect on teaching practice and use of the puppets.</li> <li>◆ Plan for the future and the cycle continues.</li> </ul>	<p>All Educators feel confident talking about and using each of the 'You Can Do It' puppets.</p> <p>Children recognise and use the vocabulary of each of the 'You Can Do It' puppets.</p> <p>Families are informed about the 'You Can Do It' puppets – from their children, newsletters, documentation and displays.</p>	Ongoing	

## 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

<b>Standard 6.1</b>		
<b>Respectful relationships with families are developed and maintained and families are supported in their parenting role.</b>		
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.
<b>Standard 6.2</b>		
<b>Collaborative partnerships enhance children's inclusion, learning and wellbeing.</b>		
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.

---

## National Law and National Regulations underpinning Quality Area 6

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 6 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 175	Offence relating to requirement to keep enrolment and other documents	6.1.3, 6.2.1
Regulation 157	Access for parents	6.1.1

## Quality Improvement Plan for Quality Area 6

### Summary of strengths for Quality Area 6

#### Strengths

#### Exceeding theme 1: Practice is embedded in service operations

- We have a comprehensive enrolment and orientation process for families in our community at Preschool, guided by our 'Enrolment' procedure. We have an "open door" policy whereby families are welcomed to drop by the Preschool at 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 Preschool Leader or educator and have a tour of the Preschool and school. **(Elements: 6.1.1, 6.1.3, 6.2.1, 6.2.2)**
- The process of enrolling at the Preschool includes:
- Families completing 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 family information booklet, are also asked to choose a group (Group A or Group B).
- We offer pre-entry visits in Term 4 prior to beginning full time Preschool the following year. Each child has the opportunity to attend 2-3 visits at the Preschool.
- 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 an Educator to discuss and collect further information, documentation and intervention strategies about the child. The Educator 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 parent/caregiver, and time gradually increases in accordance to their comfort and wellbeing along with a gradual release of separation from parent/caregiver).
- Information, newsletters and current notes are provided to families in a range of ways, such as the Skoolbag App, text messages, emails and/or printed hard copies. Families are asked (prior to child commencing full time Preschool) to choose which modes of communication they prefer to receive up to date information about the Preschool. We also have Family and Community Information area that displays up to date events/learning at Preschool and within the community.
- Families are invited to contact the Preschool on 8281 2199 or via our Preschool email address: [cpc.info87@schools.sa.edu.au](mailto:cpc.info87@schools.sa.edu.au) **(Elements: 6.1.1, 6.1.3, 6.2.1, 6.2.2)**
- 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 3 ATSI children enrolled at Preschool for 2019. **(Elements: 6.2.1, 6.2.2, 6.2.3)**
- The Preschool uses the The Pines School website, with a tab for Preschool. Information such as the family information book, information about Playgroup, The QIP, our philosophy statement and policies and procedures are made available to families and the community. This is regularly reviewed and updated by the Preschool leader and school IT support. **(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/Caregivers 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)**

- 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 parent/caregiver 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)**
- 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)**
- 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)**
- We have a community board on display under the veranda that consists of community pamphlets and information about child development which families can access. **(Elements: 6.1.3, 6.2.3)**
- All parents/caregivers are invited and encouraged to join the Governing Council, to share their voices and perspectives, and contribute to decision making within the Preschool and School community while fostering a culture of inclusiveness. The Preschool Leader attends the School Governing Council meetings, which is held twice a term. **(Elements: 6.1.1, 6.2.3)**
- Long serving teacher, Maria Battisti has taught at The Pines School Based Preschool for 30 years. She has developed strong connections with families and the community. Maria has taught many children of previous children who attended The Pines School Based Preschool. Returning families enjoy seeing a familiar face and sharing their story of coming to the same preschool as their children. Maria is very knowledgeable about the history of The Pines School, Preschool and the local area. **(Elements: 6.2.3)**

#### **Exceeding theme 2: Practice is informed by critical reflection**

- Educators engage in reflective practice to create opportunities and consider alternate ways of engaging families' participation in the Preschool. In 2018, family surveys and feedback indicated the need for text messages to be included in methods of communication. This started to come into effect in 2018 and will continue in 2019. **(Elements: 6.1.1; 6.2.2; 6.2.3)**
- Families and community members are invited to join the School's Governing Council to contribute to the decision making process. **(Elements: 6.1.1; 6.2.3)**
- The Preschool provides detailed information to families relating to excursions in written form including a written risk assessment. **(Elements: 6.1.3)**

#### **Exceeding theme 3: Practice is shaped by meaningful engagement with families and/or the community**

- Parents/Caregivers are supported and encouraged to stay during their child's first few Preschool sessions. Sessions are tailored to individual needs when needed, for example: more pre-entry visits, flexible days and hours or reduced session times. **(Elements: 6.1.1, 6.1.3, 6.2.1, 6.2.2)**
- In 2018, The Pines Preschool received a grant to run a 'Bilingual Playgroup' for 10 weeks to families of diverse backgrounds whose children will be attending the Preschool in 2019. This playgroup had good attendance and provided further opportunities for families to become familiar and ask questions about our play based curriculum and learning. It also enabled educators to liaise with BSSOs to identify children with limited English language skills that can receive further support in 2019.



- The suggestion box in the Family and Community Information area provides families with opportunities to provide feedback in a private and anonymous way. Issues raised are taken seriously and explored, resolved and/or considered in a timely and respectful manner. **(Element: 6.1.1)**
- Educators endeavour to establish positive relationships with families and caregivers by being approachable and friendly. Families concerns, questions and queries are readily addressed by educators. 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, text messages, interviews and portfolios. We ensure that we respond and follow up any queries or concerns in a supportive and timely manner. **(Elements: 6.1.1, 6.1.2, 6.1.3, 6.2.2, 6.2.3)**
- Cultural beliefs and values are respected and celebrated at our Preschool in a variety of ways, such as celebrating significant cultural events, for example, Chinese/Vietnamese New Year, Diwali, Holi Festival of Colours, Harmony Day, Reconciliation week. We also invite families to share their cultural traditions. **(Elements: 6.1.2, 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)**
- 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)**
- 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 afternoon (12:30 to 2:30pm). A parent volunteer operates Playgroup with support from educators. This is a great avenue for educators to get to know the families in our community, for families to get to know other families and also for families/children to smoothly transition into the Preschool environment. This Playgroup is registered under Playgroup SA. **(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)**
- 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. Where children are attending another school, we have an 'open door' policy for teachers from outside schools to visit the children at the Preschool. In some cases, SSOs and Support workers accompany children on their transition visits when needed. **(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)**
- 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 hold special days for families to attend in relation to community events such as Mother's Day and Father's Day. We also host Grandparents Day and an end of year concert for each group. 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)**
- Children who identify as Aboriginal or Torres Strait Islander are supported through liaising and collaborating with Michelle Boerkamp, our ACEO (Aboriginal Community Education Officer) and Alicia Phillips, our AET (Aboriginal Education Teacher), both employed at The Pines School. Students from the school who identify as Aboriginal or Torres Strait Islander visit the Preschool, projects such as creating art works and story telling occur in partnership with the ATSI unit. The ACEO and AET are also valuable sources of support and information to ensure The Pines Preschool continually reflects on their practice and strives to include Aboriginal and Torres Strait Island perspectives and culture in meaningful and authentic ways. **(Elements: 5.1.1; 6.1.2; 6.2.2; 6.2.3)**

## Key improvements sought for Quality Area 6 Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.2 6.2.3 1.2.3	No Preschool logo	Create a logo for the Preschool to use on letterheads, signs, etc. As well as the existing School logo	M	<ul style="list-style-type: none"> <li>◆ Talk the children about logos in their environment</li> <li>◆ Children and families brainstorm what is special about The Pines Preschool</li> <li>◆ Children draw logos</li> <li>◆ Share logos with the families and ask for feedback</li> <li>◆ Take the pick of logos to Governing Council for final approval.</li> </ul>	<p>The Preschool has a unique and representative logo.</p> <p>Children relate to the logo and feel that it represents them.</p> <p>Families and the community see the logo as being indicative of a early years learning site.</p>	Term 3, 2019	

## 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 direction 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

<b>Standard 7.1 Governance supports the operation of a quality service.</b>		
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.
<b>Standard 7.2 Effective leadership build and promotes a positive organisational culture and professional learning community.</b>		
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development.

## National Law and National Regulations underpinning Quality Area 7

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 7 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3
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	7.1.2
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
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	7.1.2, 7.1.3
Section 164	Offence relating to assistance to family day care educators	7.1.2
Section 164A	Offence relating to the education and care of children by family day care service	7.1.2, 7.1.3
Section 165	Offence to inadequately supervise children	7.1.2
Section 166	Offence to use inappropriate discipline	7.1.2

<b>National Law and National Regulations</b>		<b>Associated element</b>
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
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
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	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
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1

<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children’s attendance record to be kept by approved provider	7.1.2
Regulation 159	Children’s attendance record to be kept by family day care educator	7.1.2
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service’s compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2

National Law and National Regulations		Associated element
Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2



National Law and National Regulations		Associated element
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – 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	7.1.2

## 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. In 2018, Amber Yepa was appointed as the Preschool Leader and the Responsible Person in Charge and Education Leader. The Preschool Leader, in partnership with the Principal is committed to the development, leadership and management of the Preschool. The Preschool Leader Principal complies with all administrative duties and manages responsibly being accountable to the Principle, DfE and the Educational Director. The Preschool Leader attends Partnership and other leadership meetings. At present, the Principal supports Professional Development sessions for all Educators, which will gradually be released to the Preschool Leader.

#### Exceeding theme 1: Practice is embedded in service operations

- The Preschool's philosophy, visions and practices are displayed in the Preschool. It has been collated with educators 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)**
- 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 and 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 Preschool Leader in partnership with the School manages all Bonafides, BAS, SASIF accounts, Resource Entitlement Statement (RES) and DfE online financial statement
- New Educators who join the team are inducted and complete an induction checklist. On arrival, they are 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. 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 the 'Early Years Educators of Adelaide' Facebook group. **(Elements: 7.1.2, 7.2.2)**
  - The Principal delegates responsibility and decision making of the day to day routine of the Preschool in the first instance to Amber Yepa, the Preschool Leader, other leadership members, Sam Konnis, the Deputy Principal. Then to the core full time Preschool Teachers, Maria Battisti, Natasha Ambaras and Lucy Hlatshwako; and if they are absent to part time teacher Emma Barone. **(Elements: 7.1.2, 7.1.3, 7.2.2)**
  - 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 Preschool Leader is given additional administration time to fulfil the roles and responsibilities relating to the overall management of the Preschool. **(Elements: 7.1.2, 7.1.3, 7.2.2)**
  - At the Preschool, focus groups are allocated to Educators, in order to support targeted areas of development. Non Instructional Time (NIT) is provided for Educators to prepare resources, documentation and assessments. **(Elements: 7.1.3, 7.2.2)**
  - Preschool educators 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 Numeracy 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)**
  - Educators have access to computers, laptop and iPads to assist with their administration, planning, evaluation and for communication purposes. **(Elements: 7.2.3)**
  - Educators are flexible and incorporate new curriculum initiatives and current ideas about best practice. This includes the implementation of

the DECD indicators of preschool numeracy and literacy in order to promote personal growth and powerful learners. This ensures the centre continually improves. **(Elements: 7.2.3)**

### **Exceeding theme 2: Practice is informed by critical reflection**

- Every year, all educators critically reflect on the statement of philosophy to ensure the purpose, priorities, values and approaches to pedagogy and practice are current and in alignment with the quality improvement processes. **(Element: 7.1.1)**
- Parent opinion surveys are conducted in Term 3. The results of these guide the annual report and practices within the centre. **(Element: 7.1.2)**
- Continuous improvement and effective self-assessment of our programmes, processes and routines are a continual priority. Regular discussions take place in fortnightly staff meetings as ongoing critical reflection and self-assessment. **(Element: 7.2.1)**
- All Educators are involved in our Quality Improvement Plan (QIP), through informal and formal consultation and discussions. The QIP is reviewed regularly, including at staff meetings, programming and annually, to reflect on goals implementation. **(Elements: 7.1.1, 7.1.2, 7.2.1, 7.2.2)**
- To become familiar with and critically reflect on the new NQF themes within the Preschool, each Teacher used a copy of the QIP to highlight the strengths they felt belonged in each of the three themes. This information was used to organise the strengths in each area under the three themes. **(Elements: 7.2.1, 7.2.2)**
- The Preschool educators 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)**
- Preschool staff meetings are held on even weeks on a Wednesday, in which all Educators have allocated time to attend. These meetings focus on sharing and collaboration of information in regards to QIP, NQS, training, learning experiences, and also reflecting on and revisiting goals/expectations/policies/procedures. Teachers who work on Tuesday are also rostered to attend the school staff meeting, unless it is deemed relevant that all staff attend. **(Elements: 7.1.2, 7.1.3, 7.2.1, 7.2.2, 7.2.3)**
- 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)**
- The Preschool received an overall ‘Meeting the National Quality Standard’ during the Assessment and Rating visit in 2012. With an excellent rating in Quality Areas 1, 5 and 7; and a meeting rating in Quality Areas 2,3,4 and 6. Information from this assessment has been used to inform goals and practice, to guide Professional Development and to provide focus for ongoing critical reflection. **(Elements: 7.2.1, 7.2.2)**
- All Educators participate in performance development meetings with their Line Managers. These meetings provide Educators along with their Line Managers the opportunity to discuss 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)**
- 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)**
- DfE policy and procedures are implemented to ensure the effective high quality practice is embedded in our everyday practice. Site specific policies are developed and reviewed every two years. Educators, families and the Governing Council contribute to policy development. **(Element: 7.1.2)**
- Quality Improvements against the National Quality Standard are reported to the Governing Council. Key improvements and decisions to enhance the improved outcomes for children and families are documented in ‘QIP Progress Notes’. **(Element: 7.2.1)**

---

### **Exceeding theme 3: Practice is shaped by meaningful engagement with families and/or the community**

- When children are enrolled at the Pines School for the following year, their files are transferred to the School. **(Elements: 7.1.2)**
- Families are contacted by their child's 'primary' group teacher at the beginning of the year. Lines of communication are established for families to express concerns, ideas or feedback on their child's learning and development. **(Elements: 7.1.2; 7.2.1; 7.2.2)**
- The Preschool has developed a Parent/Caregiver Grievance Procedure in line with the School's Grievance Procedures. At all times, the site supports positive interactions and open door policies and families are made aware of the grievance procedures and their rights in relation to grievances. **(Elements: 7.1.2, 7.1.3, 7.2.1)**
- Families are encouraged to contribute to reviewed policies and provide feedback. **(Elements: 7.1.2; 7.1.3)**
- The governing authority, the Governing Council, enables families and community members, to be engaged in shaping the vision and values of the School and Preschool. **(Elements: 7.1.2; 7.1.3)**
- Parent surveys and other feedback inform the Preschool's cycle of improvement and self-assessment processes, and where necessary, changes are made. **(Elements: 7.2.1)**

## Key improvements sought for Quality Area 7

### Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.2	Some Policies and Procedures have not been developed	To ensure all required Policies and Procedures outlined by the NQS and DfE are created	H	<ul style="list-style-type: none"> <li>◆ Seek support and guidance from Karen Schutz, ECL and other sites in determining what Policies and Procedures are still needed.</li> <li>◆ Source missing Policies and Procedures from the DfE website and other sites.</li> <li>◆ Adjust sourced Policies and Procedures to suit The Pines School Based Preschool context.</li> <li>◆ Take completed Policies and Procedures to Governing Council to review and approve.</li> <li>◆ Make necessary adjustments, publish on website and add to 'Policies and Procedures folders' available to Educators and families.</li> </ul>	<p>The Pines School Based Preschool has a complete and comprehensive list of Policies and Procedures.</p> <p>Families and the community have access to the Policies and Procedures – hard copy and online.</p> <p>All Educators are aware and informed of the Policies and Procedures.</p>	Term 1 2019	
7.1.3	In a large team, Educators need clarification of roles and responsibilities	To assign roles and responsibilities to Educators	H	<ul style="list-style-type: none"> <li>◆ Brainstorm a list of roles and responsibilities.</li> <li>◆ Discuss with Educators who would like to be responsible for what role.</li> <li>◆ Ensure that all Educators know that we are still a team and work together and can still help with other roles and responsibilities.</li> <li>◆ Type up Roles and Responsibilities and display in the office.</li> <li>◆ Check in with each Educator throughout the year to see if they need support, training, etc.</li> <li>◆ In term 3 or 4, 2019, reflect on this system. What worked? What didn't? What to do next time?</li> </ul>	<p>All Educators know their roles and responsibilities, but everyone still works together</p> <p>The Preschool is well organised, with systems in place to enhance efficiency.</p>	<p>Term 1, 2019 - Assign roles and responsibilities</p> <p>End of 2019 -Reflect and adjust</p>	



**Notes**