

## Cardiff South Public School Preschool

# Quality Improvement Plan 2018

David Holland – Principal, Nominated Supervisor, Educational Leader and Responsible Person

Cardiff South Public School aspires to be a school which:

- Adopts an inclusive and holistic approach to learning
- Provides the foundation for collaborative partnerships between staff, students and community leading to all students achieving personal excellence

<b>Service number</b>	SE-00006858	<b>Approved provider</b>	NSW Department of Education PR-00005345
<b>Educators</b>	Karina Brook (Teacher) Lorraine Roberts (SLSO)	<b>Service approval number</b>	SE-00006858
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# Statement of Philosophy

## **Cardiff South PS Preschool Philosophy**

At Cardiff South Public School Preschool we acknowledge the traditional custodians of this land, the Awabakal people, and pay our respects to Elders past, present and future and to all Aboriginal and Torres Strait Islander people. Our focus is to provide a safe, welcoming and nurturing environment which reflects and enriches the lives of the children and families. We recognise the uniqueness of our learning community, providing strong connections with the wider school and local community to support children to feel a sense of belonging and become empowered and competent lifelong learners.

Each child, family member and Educator is a unique and respected individual. We welcome all to our learning community, and work in genuine partnerships with families by establishing mutually respectful relationships based on open and meaningful communication. We believe that families are the most important influence in children's lives as their first teachers, and value what each family brings to our Preschool. We embrace and reflect diversity in culture, practices, values, beliefs, abilities, and language of each child and their family, and work reflectively and cooperatively with specialist services to support children and their families.

We believe learning is enhanced in an environment where children feel heard, respected, and empowered, based on strong collaborative relationships and mutual respect. We recognise we have a vital role in establishing a community that values children, respects their rights, gives them genuine acceptance, and supports children to feel a sense of belonging, wellbeing and a strong sense of identity. We empower children to have respect, responsibility and care for each other, and support children to interact peacefully and collaboratively; to express empathy for others; actively challenge bias and understand social justice. We acknowledge our role in contributing to the development of resilient and sustainable communities, and are dedicated to supporting children to respect, care for, and actively contribute to their world and a sustainable future.

Our program is informed by the Early Years Learning Framework, and guided by children, families and educators, with the children's interests and strengths at the core. We believe learning will be most meaningful and engaging when it emerges from the children's voices, captured through their actions, conversations and decision making. We understand that when children are supported and encouraged to make their own decisions and choices they will develop a strong sense of agency and lifelong learning skills. We recognise and value play as a context for learning, providing time and space for children to engage in unhurried, meaningful play to experience the joy of 'being', and allowing for opportunities to make discoveries, use their imagination, problem solve, think critically, and explore their world and relationships. Our intentional teaching enhances and extends children's understandings, incorporates challenge, and supports children to gain the skills to be

confident, independent and involved learners who will try new things and safely take risks.

The National Quality Framework guides the reflection of our practices in providing quality care and incorporating continuous improvement. We understand the importance of reflection in informing our practice and leading to more detailed understandings of our work, and adapt our practices in response to the changing needs of our community. As Educators we acknowledge learning as being a life-long commitment, learning from each other, families and children as we continually seek ways to critically reflect and build upon our professional knowledge, practices and relationships.

August 2016



## Quality Area 1: Educational program and practice

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

### Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 30/4/18

Ref. to Law (S)/ Regulation (R)	Does your service meet these requirements?	Confirmed
S.323 S.168 R.254	Is the Early Years Learning Framework used to guide the development of the program?	Yes
R.73	Have you developed a program that contributes to each child's learning and development outcomes, as outlined by the learning framework?	Yes
R.74	Do you document: <ul style="list-style-type: none"> <li>An assessment of each child's development, interests and participation in the program?</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>An assessment of each child's progress towards the program outcomes?</li> </ul>	Yes
R.75	Is the information about the program displayed in a place at the service that is accessible to parents?	Yes
	Is evidence of the program available for inspection on request?	Yes
R.76	If requested, do you provide families with: <ul style="list-style-type: none"> <li>Information about the content of the program and service routines and how they operate in relation to their children, including their participation?</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>A copy of their children's assessment/evaluation documentation?</li> </ul>	Yes

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

## Step 2: Identify and record your strengths.

What are the practices that demonstrate quality in your preschool?

Standard 1.1 The educational program enhances each child's learning and development.		
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.

### Element 1.1.1

At Cardiff South Public School Preschool we;

- Consistently embed the Early Years Learning Framework (EYLF) in our program and all aspects of our practice. Educators have an extensive knowledge and understanding of the EYLF in action and the evidence informing it, and reflect critically on a daily basis to enhance each child's learning.
- Actively engage families with the EYLF through a variety of interactive methods. Information about the EYLF is displayed prominently at the service, as well as provided upon enrolment and discussed in more detail at our information evening held in Term 1. Families are supported to recognise the implementation of the EYLF through reflections as part of our programming records, portfolios, displays and documentation.
- Ensure our programs are living documents, greatly enhanced by the contributions made by the children and their families as they share their goals, their interests and skills, as well as their culture and aspirations.
- Foster a strong sense of belonging to the environment by providing children with the opportunity to sign in each day and choose their own space in which to place their belongings.
- Incorporate any children's home languages into our daily routines, provide access to visual supports, and explicitly teach key phrases in sign language to support communication and minimise distress for any changes to children, educators and routines.
- Actively seek to develop skills to enhance children's emotional wellbeing and resilience. Educators support children to recognise and effectively self-regulate their own emotions. Children are actively involved in identifying their feelings through a 'check in' process each day. Regular engagement with Cosmic Kids Yoga is also incorporated to support children's efforts with self-regulation.
- Maximise experiences that foster continuity of learning for children to enhance a smooth transition to school for both children and families. Weekly opportunities for active engagement with the school are planned throughout the year, including lunch order days and

library borrowing.

- Embrace our philosophy by beginning each day with an Aboriginal greeting and acknowledgement of country to form connections with our community. Our Preschool group names are also reflective of our local Awabakal language.
- Strive to foster a rich and meaningful engagement with Aboriginal culture for all children in consultation with community members. In consultation with a local Aboriginal artist, children have been involved in the development of Aboriginal artwork murals and a bush tucker garden designed to reflect aspects of Aboriginal culture and 'Belonging, Being and Becoming'.
- Ensure each child has equitable access to engage in the program through maintaining a record of assessment which supports regular opportunities reflective of all learning outcomes.

### **Element 1.1.2**

At Cardiff South Public School Preschool we;

- Survey families on enrolment to develop a rich understanding of each child and their family to guide children's learning and development. Families are encouraged to contribute their hopes and wishes for their child, as well as complete a planning partnership form to describe their child, share aspects of their family, and to identify any goals.
- Regularly support each child to have an active voice in the environment to guide and inform our planning. Each child's perspective of belonging, being and becoming is gathered throughout the year, and their individual philosophy displayed alongside our family hopes and wishes tree.
- Explore and celebrate Aboriginal culture consistently at the service even when no identified children or families are enrolled. This is evident through continued connections the children make between experiences and aspects of Aboriginal culture.
- Support Aboriginal and Torres Strait Islander (ATSI) children and their families to engage in the development of a personal learning plan for each child to identify and share their knowledge, culture and interests as well as identify any cultural goals for Preschool.
- Strive to support children and families to share aspects of their culture at Preschool. Each year we celebrate Harmony Day with a mini concert and afternoon tea that captures aspects of each child's culture through songs and dances, as well as through cultural food contributed by families.
- Consistently allow for every child to engage in periods of uninterrupted play. Educators are flexible in program delivery and routines to be responsive to spontaneous interests and ideas, and foster opportunities to revisit learning to ensure experiences are meaningful and engaging.
- Actively seek to extend upon each child's knowledge, ideas and interests as they emerge to ensure their continued engagement in learning, and promote opportunities for sustained shared thinking to make curriculum rich and meaningful for each child.
- Support children to engage in project based approaches to learning to co-construct and explore concepts as interests and opportunities arise. Project work is comprehensively documented and displayed in accessible formats to acknowledge each child's input, demonstrate their choices and thinking and learning evolution.
- Ensure that we develop a rich understanding of each child's learning style and interests and encompass these when planning for, and reflecting on each child's understandings and progress towards learning outcomes.

### **Element 1.1.3**

At Cardiff South Public School Preschool we;

- Organise the program to maximise the development of learning dispositions and skills for life. Educators consistently reflect upon our everyday practices and routines and make adjustments to these to ensure that both educators have consistent opportunities to engage in deep and meaningful interactions with each child.
- Strive to ensure all aspects of the day enhance learning and provide extended, uninterrupted periods of play. Routines are predictable and supported by visual prompts, whilst being flexible to accommodate each child's emerging interests and play ideas. Large group times are flexible and used to promote learning in relation to health and safety concepts, fundamental motor skills and the development of literacy and numeracy understandings.
- Actively support each child's awareness of their own physical needs through providing a progressive morning tea outside each day to foster their engagement in rich, involved play experiences.
- Provide opportunities for each child to actively engage with learning opportunities in an individual capacity, as well as in small and larger groups. Educators encourage children to contribute to our morning meeting on arrival each day, enabling each child to co-construct their understandings through conversations with peers and educators.
- Regularly engage the children in planned and spontaneous outings in our local community to explore landmarks and businesses including the local shops and sporting oval. Regular outings are consistently incorporated to make learning experiences and emerging interests more meaningful and authentic for children, as well as to form connections with members of our local community to make our service more visible.

<b>Standard 1.2 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.

### **Element 1.2.1**

At Cardiff South Public School Preschool we;

- Embed intentional teaching opportunities in the program to support children to engage in sustained shared thinking that results from genuine listening and responding. Educators engage with spontaneous opportunities to facilitate challenge and thought processes, as well as reflect on, and plan for these opportunities with individual children and groups of children.
- Strive to ensure children are supported to develop further knowledge and skills by engaging children in open ended questions that promote speculation and problem solving opportunities. Educators also engage with intentional teaching opportunities through changes to resources in learning areas to promote abstract thinking.
- Are attuned to the needs of each child and ensure we are consistently responsive to these. Educators are mindful of support levels that they provide to ensure children have the time to be involved in their own play pursuits, both individually and as part of a group.
- Actively support every child with opportunities to engage with literacy, numeracy and scientific concepts that emerge from their play ideas and interests to support higher ordering thinking and reasoning skills.
- Develop social stories for children as opportunities arise to develop specific skills, sharing these with families to incorporate at home to support consistency of learning and skill development.

### **Element 1.2.2**

At Cardiff South Public School Preschool we;

- Document a comprehensive planning, provisions, provocations and possibilities sheet each week to refer to and reflect upon. Educators use this to guide the indoor and outdoor program as well as group experiences through identifying the provision of any materials, concepts or questions to be posed. Both individual and group participation is documented, recording each child's initials beside any provisions to support their interests or requests that are made. Educators are responsive to spontaneous learning opportunities that arise, and identify possible lines of development.
- Are attuned to children's ideas and interests that arise, enriching children's learning in meaningful ways at the time the learning is taking



place wherever possible. We consistently encourage children to contribute their ideas and ask questions, and actively support children to make their ideas and theories visible to others.

- Consistently scaffold children's learning through everyday interactions and experiences sparked by children's interests. The children's interest in the local bus route has led into an excursion, mathematical investigations and connections to mapping.
- Actively seek to foster children's higher order thinking and reasoning skills by supporting each child to engage with loose parts and open ended materials provided in both the indoor and outdoor environments.
- Consistently promote opportunities for children to build on their literacy understandings as part of their emerging play ideas. As educators we scaffold opportunities to support children to document and share their experiences and learning to others using a range of media in their environment.

### **Element 1.2.3**

At Cardiff South Public School Preschool we;

- View children as competent and capable, and actively seek to promote and embed each child's sense of agency throughout our practice. As educators we are consistently responsive to each child's ideas and interests to guide the program, and hold high expectations for their participation and achievement in learning. Loose parts pedagogy is consistently embedded in both the indoor and outdoor environment.
- Are consistently responsive to safe risk taking opportunities that arise, and actively support children to assess risks and engage in these experiences.
- Capture each child's voice as a priority to effectively engage with critical reflection and inform the planning cycle. Children's voices are consistently incorporated in displays and documentation as a method of evaluating and reflecting on their learning and interests. Educators are consistently responsive to each child's requests for resources and experiences in the program.
- Offer a progressive morning tea as part of our regular routine to promote autonomy and independence. Educators ensure all mealtimes are unhurried and relaxed to support each child to engage with a small group in meaningful discussions. We also use mealtimes to explicitly teach concepts reflecting healthy eating and sustainability with the children.
- Actively involve children in decision making processes in various aspects of the service. At the beginning of each year children are actively engaged in group discussions to identify and develop safe play responsibilities. Educators document and display visual posters to reflect these and support children to engage in safe play.
- Support children to be actively involved in the process of critical reflection at the service. As part of our annual bike-a-thon fundraiser we encourage each child to reflect on the event, and survey children for their ideas about what to purchase with money raised.
- Have an extensive area dedicated to art experiences, and provide a rich range of open ended art resources that are utilised for children's own purposes to create and express their ideas, as well as explore and experiment concepts through their engagement.
- Ensure that any tables designated for mealtimes are kept clear at all other times for children to utilise for their own ideas and purposes in play.
- Involve families and the community in discussions around decision making processes in order to support opportunities that promote children's sense of agency. Our reflections around the need to upgrade the outdoor play area and the resulting planning process

captured the voices of children, families, educators and school staff to incorporate all ideas into the design concept.

<b>Standard 1.3 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.

### **Element 1.3.1**

At Cardiff South Public School Preschool we;

- Actively engage with an ongoing cycle of planning, documenting and reflecting on each child's learning. This is established at the service and there are clear links between each child's learning stories, the program and weekly evaluation/reflections. Assessment of each child's learning occurs at least twice per term, and outlines progress towards identified learning outcomes.
- Consistently foster opportunities for each child to contribute to the program, with requests and ideas identified by children supported and used to inform future planning.
- Seek input from families to consistently capture their voices in the program in relation to children's learning experiences and future possibilities for learning. Our planning, provisions, provocations and possibilities sheet encourages families to provide feedback.
- Actively support children to engage in project based approaches to learning. Educators promote collaboration in small groups to co-construct and explore ideas and concepts as interests and opportunities arise. Project work is documented and displayed in accessible formats to acknowledge each child's input, demonstrate their choices, thinking and learning evolution, as well as for each child to revisit and extend upon. Children's project work can be found in both the indoor and outdoor environments.
- Document and display a daily reflection sheet for children and families to capture their learning through conversations and photos of children's active participation in the program. Educators share long term documentation and representation of learning through wall displays and project books to support each child to revisit and build on their prior knowledge and understandings.
- Work collaboratively with families to ensure an effective, ongoing cycle of planning and assessment for each child. Educators support families to identify goals for their child on enrolment and assist with informing the development of the program. In partnership with families we reflect upon identified goals as part of our midyear meetings, modifying goals to ensure these are relevant and reflective of each child and their family.

### **Element 1.3.2**

At Cardiff South Public School Preschool we;

- Engage in critical reflection to inform the program, our practices and routines on a daily basis. Educators have organised routines to maximise opportunities for meaningful interactions between children and educators. Our weekly planning, provisions, provocation and possibilities sheet fosters critical reflection of children's learning, outlines spontaneous learning experiences, and identifies future possibilities for learning.
- Ensure our practices and routines are constantly evolving through the process of critical reflection. Educators make any adjustments to these as needs arise following critical reflection.
- Regularly assess children's progress through a variety of ways to be unobtrusive and strengths orientated. Educators use observations, conversations, photo and video documentation, and family surveys as means of assessment. Children's voices are incorporated as a priority to reflect each child's ideas, understandings and interests in relation to individual learning, as well as group projects.
- Incorporate relevant theoretical influences as part of our reflections when documenting children's learning and our roles in supporting their learning.
- Actively respond to the engagement levels of children in play and group experiences, and make considered adjustments to reflect changes in interest and focus. Educators also engage children in opportunities to reflect upon experiences to incorporate into the program evaluation.
- Have a formal reflection meeting each week to engage in deeper critical reflection opportunities. Educators have time allocated together to share information and discuss our practices in relation to the EYLF, philosophy, code of conduct, law and regulations, national quality standards, and policies and procedures. The Nominated Supervisor, Educational Leader and Responsible Person in Charge is actively involved in these meetings, with an agenda and minutes documented.
- Actively work in partnership with allied health professionals and paediatric specialists to support children with additional needs. A strong collaborative team approach is taken in order to obtain the best outcomes for each child, with educators engaging in regular communication to identify and work on consistent shared learning goals and strategies across all settings.
- Have an established Aboriginal Education team in the school which meets and consults with Aboriginal families in our community on a regular basis. The Preschool teacher is involved in this team, fostering continuity across the school with events and initiatives planned to support Aboriginal children and actively explore Aboriginal culture with all children.

### **Element 1.3.3**

At Cardiff South Public School Preschool we;

- Engage in regular discussions and meetings with families to make the program relevant and engaging for each child. Families are encouraged to engage with the weekly group program and educators promote opportunities for input and feedback through informal discussion, emails and the addition of written feedback to the program.
- Document each child's individual learning in an interactive portfolio which is readily available to families and children upon request. Learning stories in each child's portfolio include photos or videos, written observations, an analysis of learning, plans for any follow up

experiences and an evaluation.

- Actively consult with families about each child's learning and progress regularly throughout the year. Learning stories are emailed to families each Term to request feedback and input to inform future planning. A portfolio containing work samples and other items is also kept in the room for each child and their family to freely access at any time.
- Provide detailed summaries for each child twice a year to outline their progress in relation to the learning outcomes and overarching vision of the EYLF, 'Belonging, Being and Becoming'. Summaries reflect each child's learning and achievements, and include evidence informing each child's learning as well as photos and quotes.
- Comprehensively assess children and their progress throughout the year through summative assessments. An assessment of each child is documented at the beginning and end of each year, as well as a name writing sheet incorporated in each child's portfolio folder.
- Effectively document and display aspects of our day for families on a reflective sheet. Educators outline any experiences the children are engaged in through photos, children's voices and descriptions of experiences. Families are encouraged to look at and reflect upon these with their child, with feedback actively encouraged. Reflective sheets are accessible for children and families each week to enable opportunities to revisit and extend on their learning.
- Actively survey families at the beginning of each year to determine the ways in which they would like to be involved at the service, as well as how they would like to provide input regarding their child's progress throughout the year.
- Effectively survey families at the end of each year to seek feedback in relation to children's learning portfolios to determine what they value the most to inform future planning.

## Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue			Priority L/M/H
1.3.2	Educators reflect on all aspects of the service with each other on a personal level each day, however this could be more effectively documented.			H
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection
To facilitate effective processes to engage with, and document critical reflections both as an individual and whole team approach	Survey families using a reflective question that is displayed each month that reflects each of the Quality Areas	Term 1	Preschool Educators	
	Develop a schedule for the regular review of service procedures, Quality Areas and the Quality Improvement Plan	Term 1	Preschool Teacher	

	<p>Start documenting informal and daily reflections on a whiteboard that encompasses all aspects of our practice, then photograph and add to program folder for each group each week</p>	<p>Term 2</p>	<p>Preschool Educators</p>	
	<p>Purchase books around reflective practices and engage in Professional Learning opportunities around the concept of critical reflection</p>	<p>Term 2</p>	<p>Preschool Educators</p>	
	<p>Host and lead DoE Preschool Network Meeting to facilitate collegial discussions around critical reflection</p>	<p>Term 2</p>	<p>Preschool Educators</p>	
	<p>Educational Leader to look at programs at least once each term, providing feedback and posing questions to support further actions</p>	<p>Term 2</p>	<p>Educational Leader/ Nominated Supervisor</p>	

	Develop a proforma to utilise for feedback that promotes further reflection	Term 3	Educational Leader	
	Develop a proforma around the exceeding themes to determine what we are doing well, and areas to focus on	Term 3	Preschool Teacher/ Educational Leader/ Nominated Supervisor	
	Engage in further research to develop an understanding of the different models of critical reflection	Term 4	Preschool Educators/ Educational Leader/ Nominated Supervisor	
	Engage more closely with the exceeding themes for each Quality Area	Term 4	Preschool Educators/ Nominated Supervisor/ Educational Leader	
	Identify a relevant issue/ practice at the service for each educator to engage in further research with journals and studies to form knowledge and evidence based opinions to identify changes required to practice	Term 4	Educational Leader/ Nominated Supervisor/ Preschool Educators	

Standard /Element	Rationale for goal or identified issue			Priority L/M/H
1.3.3	We communicate regularly with families using a variety of methods, however feel that families who do not regularly attend the service in person have a more limited understanding of our approach to programming and their child's progress and participation in the program.			H
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection
To strengthen the methods of communication used with families about their child's progress and participation in our program.	Survey families around the effectiveness of our current communication approaches through our monthly reflective question	Term 2	Preschool Educators	
	Email families around our approach to communication and survey them regarding their preferences to receive information around their child's progress	Term 2	Preschool Teacher	
	Photograph and email families communication sheets displayed at the entrance to the service on a weekly basis to more effectively capture families that don't attend regularly	Term 2	Preschool Teacher	
	Develop a communication plan/strategy to outline our approach to communicating and sharing children's progress with families	Term 3	Preschool Educators/ Nominated Supervisor/ Educational Leader	
	Network with services that have an established programming policy and	Term 4	Preschool Educators/	



	draft our own, identifying our approach to programming and share with families		Nominated Supervisor/ Educational Leader	
	Review transition to school statement and what we can incorporate from these into our individual learning summaries and portfolio pages	Term 4	Preschool Educators/ Nominated Supervisor/ Educational Leader	

## Quality Area 2: Children's Health and Safety

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

### Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 30/4/18

Ref. to Law (S)/ Regulation (R)	Does your service meet these requirements?	Confirmed
R.90 – 91R.162	Have you ensured that a copy of the preschool's medical conditions policy/procedures document has been provided to a parent of a child enrolled who has a specific health care need, allergy or medical condition?	Yes
R.92-96 R.161	Have you ensured that all educators, families and, where applicable, children are aware of the procedure for administering medication and always follow it?	Yes
R.81	Have you ensured that you meet each child's need for sleep and/or rest?	Yes
R.88	Have you ensured that all educators and families follow the service's policies and procedures around preventing and dealing with the outbreak of infectious diseases?	Yes
R.85-87	Have you ensured that all educators follow service procedures in the event of an accident, injury or illness?	Yes
R.89	Do you have sufficient first aid kits? Have you checked that they are fully stocked and removed all out-of-date items?	Yes
R.78-79	Do you ensure that food and drinks served to children are consistent with your nutrition policy and that children can access water at any time?	Yes
R.77	Is food stored, handled and served safely?	Yes
S165	Have you ensured that educators are supervising children effectively?	Yes
R.82-83 R.97 R.103 S.167	Have you ensured that all educators follow service procedures designed to ensure the environment is safe and that children cannot access dangerous items?	Yes
R.99	Have you ensured that all educators follow service procedures about the delivery and collection of children from the service?	Yes

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

## Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

<b>Standard 2.1 Each child's health and physical activity is supported and promoted.</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.

### **Element 2.1.1**

At Cardiff South Public School Preschool we;

- Have an extensive awareness of each child's needs in regards to resting, sleeping and toileting. Our educators ensure these needs are always met, whilst taking into account any family preferences.
- Consistently follow safe and hygienic sleeping practices, with individual mats available for children to use. Educators effectively engage children in discussions at the beginning of the year about the accessibility and location of mattresses at the service for any times they would like to rest.
- Actively support the promotion of safe sleeping practices through communicating our sleep and rest procedure upon enrolment.
- Ensure opportunities are provided for quiet areas in both the indoor and outdoor environment where children are able to rest and reflect throughout the day, including a lounge and mattresses inside, and a hammock, picnic benches and cushions outside.
- Carefully consider our planning of the indoor environment so children have areas where they can play individually in quiet sensory and reading areas, as well as in small or large groups.
- Consistently promote opportunities throughout the day for children to engage in a range of active and quiet experiences as a group, as well as ensuring children have the opportunity to access these individually during the day to recognise and regulate their own physical needs.
- Actively engage children in relaxation experiences after lunch each day which can include a story, puppets or yoga experience. This is a flexible time to support the needs of the children each day, and is followed by quiet play time where children can choose to engage with a variety of resources individually or in a small group on the mat.

## **Element 2.1.2**

At Cardiff South Public School Preschool we;

- Minimise the risk of infectious diseases by ensuring a hygienic environment through daily cleaning. Educators maintain effective records for the cleaning of any equipment on a cleaning register. Educators ensure equipment which is used by children on an everyday basis is regularly cleaned, including playdough tools. Any equipment mouthed is immediately cleaned before further engagement.
- Consistently engage with appropriate cleaning cloths for different purposes to ensure effective hygiene practices. A colour coded chart for cleaning cloths is displayed in both the kitchen and craft sink area and is effectively communicated to all staff upon induction. Educators ensure tables are cleaned before and after children eat.
- Ensure all staff and visitors employ hygienic practices through discussions and modelling of appropriate practices. Educators provide information regarding these on induction and display visual hand washing procedures at each wash area as well as in the staff handbook. Families are provided with information and articles on hygiene practices through newsletters.
- Explicitly teach, and actively engage children in hygiene processes on a daily basis as part of our routines. Hand washing visuals are displayed in the children's bathroom, and incursions planned each year to support hygiene practices including a Pacific Smiles dental nurse visit for oral hygiene. Educators develop social stories for children requiring additional support around hygiene practices to promote a consistent approach to these.
- Engage with effective food handling procedures, and promote the safe storage of food. Fridges are checked daily to ensure they are below 5 degrees, and monitored on a chart. All food is placed into the fridge on arrival each morning, and again following morning tea until lunchtime.
- Consistently engage with staying healthy in childcare for health and hygiene practices. In the event of outbreaks, educators effectively communicate information with families via email, letterboxes and through a notice displayed at Preschool, incorporating fact sheets with details of the illness and specified exclusion times.
- Provide information from relevant health authorities to staff, families and visitors. Educators communicate information effectively through posters as well as brochures provided in the parent library. An immunisation brochure is also provided to families upon enrolment.
- Support all Preschool educators to maintain up to date first aid qualifications and additional qualifications in Emergency Asthma Management and First Aid Management of Anaphylaxis. Our First Aid Kit and emergency backpack reflects recognised guidelines and are checked every six months to ensure these are stocked and within expiry dates.
- Have effective processes around injury management, with thorough procedures and practices in place to ensure a safe environment. A comprehensive supervision plan has been established, along with a risk assessment documented around both indoor and outdoor resources. Safety rules and responsibilities are developed in shared consultation with children each year, and documented and displayed in the environment.
- Ensure any illness or injury that occurs is promptly communicated with families and thoroughly documented. Educators provide effective first aid, and closely monitor children for further signs and symptoms that may arise. Educators actively debrief following any serious incidents or emergency situations to identify any changes to procedures and practices that are required.
- Consistently employ appropriate practices when administering medication to children. Families are required to confirm the

administration of medication to their child on departure from the service. Any medications kept at the service are closely monitored for expiry through a medication chart displayed on the kitchen fridge.

- Closely monitor each child for any signs of ill health, and are prompt in responding to any form of illness or injury that occurs. Educators consistently follow Department of Education (DoE) procedures, documenting any illness or injury that occurs and notifying families accordingly. Upon enrolment families are provided with copies of the illness and injury procedure.
- Comprehensively develop individual health care plans for each child with specified health needs in consultation with families and action plans provided by medical practitioners. Educators meet with families of children with individual health care needs prior to enrolment to develop a detailed risk minimisation and communication strategy.
- Effectively communicate information about a child's individual health requirements with all staff members upon enrolment and following any changes throughout the year. This takes place through the induction process for all staff members, with any changes communicated through our Preschool reflection and whole school communication meetings. Children's individual health care plans are made accessible in our staff handbook and in the Preschool kitchen, with copies also displayed in the school staffroom and canteen.
- Actively engage children in discussions and opportunities to foster children's awareness of health conditions. Educators involve children in annual fundraising events that are relevant to and reflect specific health conditions of children that attend, such as World Asthma Day and Allergy Awareness Week.

### **Element 2.1.3**

At Cardiff South Public School Preschool we;

- Actively promote and follow the good for kids, good for life recommendations for healthy eating. Educators provide comprehensive information and support to families about the types of foods that reflect these guidelines when sending food with their child. We effectively communicate healthy food options through regular discussions, and distribute resources and ideas as part of the enrolment package as well as in newsletters.
- Regularly support and provide positive feedback to families about foods they send in our Preschool newsletter. Educators consistently place a good for kids, good for life slip in children's lunchboxes for any foods meeting recommendations, and discuss options with the child's family on departure.
- Ensure that water bottles provided by each child are stored hygienically in drink carriers, and accessible at all times indoors and outdoors. The service also has an outdoor bubbler which children can access freely.
- Actively engage children in regular discussions and experiences that supports the exploration of healthy eating concepts. Educators use mealtimes as an opportunity to model, discuss and promote healthy eating and nutrition practices with children. We offer a progressive morning tea for children during outdoor play to promote a relaxed and enjoyable mealtime as a smaller group.
- Effectively support children to try new foods by engaging in cooking experiences on a regular basis. Educators use opportunities for cooking to reflect healthy eating guidelines, and utilise fresh produce from our gardens wherever possible.
- Have extensively modified the school canteen menu to create a Preschool menu that reflects the good for kids, good for life recommendations. Children have the opportunity to place a lunch order from the school canteen on a weekly basis.
- Effectively plan for gross motor experiences in the outdoor environment through portable climbing equipment, balls, bikes, as well as a

large grassed area for children to explore, run on and play active games. Educators provide graduated levels of support for unfamiliar physical experiences or challenges to support children's participation.

- Maximise opportunities for children to reflect and plan their own ideas for physical activity. Portable climbing equipment and loose parts are provided in the outdoor environment, and educators actively support children to engage with opportunities to foster risk taking.
- Support children's acquisition of fundamental motor skills. Both Educators at our service have completed Munch and Move training and incorporate opportunities for fundamental motor skills as part of transition times, as well as through experiences to support the acquisition of these skills as a group and through their play.
- Embed opportunities for children to engage in music and movement experiences on a daily basis indoors and outdoors. Educators engage children in interactive visual and listening experiences, active games and songs, and incorporate yoga experiences on a regular basis.
- Consistently provide families with information reflecting healthy eating concepts and the importance of active play. Munch and Move fact sheets are included in our enrolment packages, along with our physical activity and small screen recreation procedure. Further information is communicated through posters displayed at the service, and brochures in our parent library.
- Successfully incorporate aspects of healthy lifestyles into our fundraising efforts at the service. Each year we engage the children, families and local community in a Preschool Bike-A-Thon fundraiser, further promoting healthy lifestyle practices and the importance of physical activity with families.

Standard 2.2		Each child is protected.
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

### **Element 2.2.1**

At Cardiff South Public School Preschool we;

- Provide effective supervision for children at all times. Educators review and comprehensively communicate our supervision plan to all staff upon induction each year, and also include as part of our staff handbook. All staff are required to verify they are aware of potential supervision risks and strategies identified to support effective supervision practices.
- Have maximised the design of both the indoor and outdoor play environments to ensure effective supervision, whilst also fostering opportunities for children to access private spaces. Educators consistently scan the environment and are aware of each child's movements, as well as effectively communicating their own movements with each other.
- Ensure opportunities for continued engagement in reflection around supervision practices. This occurs on a regular basis through informal discussions and at weekly educator reflection meetings. Educators ensure any changes to procedures are made to support and promote each child's safety and wellbeing. Changes to procedures are documented and communicated with families when these impact on arrival and departure times.
- Consistently provide a safe environment through a comprehensive indoor and outdoor safety checklist each day which effectively identifies and deals with hazards as they arise. Any hazards are promptly removed or reported using a hazard report form, and maintenance issues documented on a maintenance register for the general assistant. A comprehensive site inspection is completed every six months by the school Work Health and Safety (WHS) committee.
- Conduct extensive risk assessments when planning any incursions, excursions and fundraising events, as well as to identify hazards for any equipment or experiences. Educators have also developed a quarterly safety checklist from the identification of potential hazards in the environment. Any incidents are reviewed at the service, as well as in school WHS committee meetings. Any arising changes required to processes and procedures are implemented promptly. A planning checklist has been established at the school for any incursions, excursions or fundraising events to ensure the needs of each child and their safety and wellbeing are paramount.
- Ensure effective precautions are taken on regular outings or excursions from the service. Children are actively engaged in discussions around risks and road safety, and wear brightly coloured lanyards developed by the children to identify the service as well as high visibility vests. Educators engage with regular head counts and roll checks, and wear high visibility vests.

- Minimise the use of harsh cleaning chemicals when children are present, using warm water and detergent as an effective cleaning product for equipment and tables. A comprehensive chemical register is maintained and reviewed on an annual basis by educators.
- Maintain and effectively display children's medical action plans in a prominent location in the kitchen. A medical alert chart colour coded blue for asthma, red for anaphylaxis and green for allergies reflective of asthma and ASCIA action plans is also displayed. Children's individual health care plans and associated documentation is kept in the medication cupboard.
- Provide an identifiable space at the top of the fridge for each child diagnosed with anaphylaxis for the safe storage of their food and avoid cross contamination. Families are notified on enrolment of any food allergens to avoid, and children explicitly taught not to share or touch each other's food.
- Consistently refer to recognised authorities to promote effective sun safe practices. Educators consult with the Sun Smart App to determine proposed UV levels and display for families each day. The ARPANSA real time UV Index is also consulted as part of any incursions or outings to determine the level of sun safety required at specific times, which is discussed with the children. Families provide authorisation for Educators to reapply sunscreen, and provide an alternative sunscreen if required.
- Actively involve children in assessing risks in the environment and developing responsibilities to keep them safe. Responsibilities for safe play are established and displayed in a visual format, as well as being revisited regularly throughout the year individually and as part of group discussions. Our orientation handbook developed with the children also outlines safety concepts and is distributed to children and families on enrolment.
- Maximise opportunities for children to engage with incursions reflecting safety concepts. Each year children are visited from the living safely with dogs program, and recognised authorities such as the fire brigade and paramedics to support children to develop skills to assess and minimise risks to their own safety.

### **Element 2.2.2**

At Cardiff South Public School Preschool we;

- Ensure all school staff complete CPR training annually, Anaphylaxis e-learning every two years, and E-emergency care every three years, with a record of these kept at the school office.
- Have an established WHS committee in the school which meets twice a term. The Preschool Teacher is an active member of the committee to formulate school wide processes, and assist to develop and review an annual WHS action plan.
- Effectively consult with families to develop individual health care plans, risk management and communication strategies for any children with medical conditions. Preschool educators and regular school staff are familiar with these plans and sign to this effect. An overarching risk management plan has also been conducted and documented for managing allergens in the workplace.
- Effectively communicate with school staff, relief staff, students and volunteers about medical alerts through the Preschool induction process. Further communication occurs following new enrolments, the review of any individual action plans, or debriefing after emergency situations or incidents.
- Respectfully display medical alerts and plans to ensure confidentiality for each child whilst ensuring all educators and staff have an extensive awareness of each child's health care needs. These are appropriately displayed in the kitchen and children's bathroom, as well as being compiled as part of the staff handbook. Copies are also displayed in the school staffroom and canteen.



- Comprehensively document an emergency risk assessment in consultation with DoE WHS policy and procedures. School evacuation procedures and diagrams are displayed at all emergency exits. Service specific diagrams have been developed in consultation with the DoE WHS regional consultant. All school staff have had training in fire awareness and the use of fire extinguishers.
- Ensure that emergency equipment is tested and appropriately maintained in accordance with recognised authorities. Educators effectively maintain First Aid Kits twice yearly to ensure items are sufficient and within their use by date. Fire extinguishers are tested every six months by a recognised provider with appropriate documentation kept at the school.
- Engage in regular opportunities for children and educators to practice for all types of emergencies, and debrief following any drills. We are involved in school emergency evacuation and lockdown drills at least once a term, as well as an annual offsite evacuation drill. A notice that an evacuation drill has taken place is communicated to families for further reflections and the opportunity to debrief at home. Over-arching risk assessments are made for unexpected situations such as potential changes to evacuation locations.
- Involve children in ongoing discussions around safety, and work in conjunction with children to identify safety issues in order to support children to develop skills to assess and manage risks to their own safety. This was reflected as part of an upcoming excursion where we discussed potential safety issues that could arise with the children and how we could minimise the risk of these occurring.

### **Element 2.2.3**

At Cardiff South Public School Preschool we;

- Ensure educators have undertaken appropriate training in child protection according to their qualification level. Our Preschool Teacher has completed an approved, recognised qualification in child protection.
- Are provided with extensive opportunities for child protection training and updates through the DoE as part of staff development days. All school staff have a detailed understanding and awareness of their responsibility as Mandatory Reporters to respond to all children at risk of harm, with regular opportunities to engage with the Mandatory Reporter guide. Mandatory DoE child protection updates occur at least annually for all staff.
- Ensure any concerns of a child being at risk of harm are comprehensively recorded and documentation maintained, including a copy of the Mandatory Reporter Guide decision report.
- Have extensive support from the DoE Child Wellbeing Unit for advice on child protection and concerns of a child being at risk of harm, as well as to engage with the Mandatory Report Guide and make a notification to the Family and Community Services Child Protection Helpline.
- Consistently have access to the school's learning and support teacher and school counsellor for families to access for support, as well as to provide resources and further referral to support agencies.
- Survey families to gauge an awareness of their satisfaction around understandings of our child protection practices, and share information around these that support and acknowledge the rights of the child. This occurs through newsletters where brochures and fact sheets are shared along with any events publicised, such as children's week. Brochures and posters reflecting child protection and the rights of the children are also displayed at the service, and kept in the parent library.

## Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue			Priority L/M/H
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection
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## Quality Area 3: Physical Environment

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

### Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 30/4/18

Ref. to Law (S)/ Regulation (R)	Does your service meet these requirements?	Confirmed
R.104-115	Have you ensured the services premises meet all regulatory requirements? For example: <ul style="list-style-type: none"> <li>• There is the required amount of unencumbered space for the number of children in attendance at the service</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>• Arrangements for dealing with soiled clothes, linen and nappies</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>• Do your premises have fencing that prevents children going over, under or through it?</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>• Are there appropriate toilet, hand washing and nappy change facilities?</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>• Is there space for administrative functions and consultation with families?</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>• Is there adequate light, ventilation and shade?</li> </ul>	Yes
R.103	Have you ensured that the service premises and all equipment and furniture are safe, clean and in good repair?	Yes
R.113	Have you ensured that children are able to explore and experience the natural environment? For example, are there trees, plants and sand?	Yes

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

## Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

<b>Standard 3.1 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.

### **Element 3.1.1**

At Cardiff South Public School Preschool we;

- Strive to provide a safe, supportive and engaging environment for all children that fosters opportunities for learning. Our indoor and outdoor learning areas are designed to ensure adequate space, a wide range of resources, and open ended explorations to support critical thinking and creative processes.
- Equally value the indoor and outdoor learning environments and consistently guide children's engagement in both spaces through a range of possibilities and provocations. Evidence of children's interests, investigations and ideas are documented, with long term explorations and project work visible in both the indoor and outdoor areas.
- Foster a strong sense of agency by making materials and resources known and accessible to children, as well as utilising visual supports for social situations, shared responsibilities and the daily routine.
- Enjoy a large, open indoor area designed to maximise exposure to natural lighting and fresh air. Educators design and reflect upon learning spaces to ensure effective supervision and provide children with access to a range of spaces for quiet activities and individual explorations, as well as social play. Quiet areas are accessible to children in both environments, including a hammock outside.
- Have an outdoor environment which is rich in space, shade and grassed areas. Access to shade is extensively provided through constructed sails as well as huge trees that encourage birds such as cockatoos, rosellas and magpies. Our outdoor area opens out to the school's large grassy playground which we utilise regularly to enhance the children's motor skills through active games.
- Regularly add elements to our outdoor environment to enhance children's connections with the natural world. Educators have established gardens with natives, succulents and edible produce, and utilise bamboo screening along our external fence for privacy. We engage with loose parts pedagogy, and support the development of schema through access to natural and loose parts.
- Consistently engage with natural elements such as trees, plants, rocks, sand, mud and water in our learning environments. Loose parts such as tree stumps, milk crates and cable reels also enrich our outdoor area to facilitate open ended explorations and problem solving opportunities.
- Actively support each child's access by engaging with families and the community when reflecting on, and making changes to the physical environment. We have engaged a local early childhood consultancy service to assist in the upgrade of our outdoor area which has resulted in the voices of children, families and staff being incorporated into elements of the design concept.

- Ensure that our environments are designed to be safe and inclusive for every child by consulting with families and specialised support services. Steps and uneven surfaces are highlighted in yellow paint to ensure safety, and to support the active participation of every child. Educators effectively plan for the inclusion of children with additional needs, and support ongoing visits from allied health professionals to promote participation. In preparation for a 2019 enrolment we have consulted with the child's family, conducted a learning support team meeting, had a site visit from both DoE Asset Management and a representative from the Royal Institute for Deaf and Blind Children in order to identify any modifications required for a child with vision impairment.

### **Element 3.1.2**

At Cardiff South Public School Preschool we;

- Ensure that educators consistently maintain a safe environment by conducting comprehensive daily safety checklists in both the indoor and outdoor environment to identify any potential hazards.
- Effectively respond to any safety hazards and risks that arise, repairing or eliminating any immediate safety hazards. Any serious risks or hazards are promptly reported to the school's Work, Health and Safety committee so that safety issues are addressed in a timely manner.
- Are actively involved in the school's Work, Health and Safety procedures. The Preschool Teacher is an active member of the school's Work, Health and Safety Committee in developing any procedures required. We address aspects of Work, Health and Safety for all educators and staff through our Preschool induction process.
- Have documented a thorough risk assessment of hazards associated with materials and furniture on the premises. A more detailed quarterly safety checklist has been developed and conducted for specific risks and hazards identified as part of the risk assessment.
- Communicate regularly with our general assistant through a maintenance register to ensure all maintenance issues are attended to promptly. Being part of the Department of Education we also have prompt access to a range of specialised maintenance support as required.
- Engage an arborist to assess the risk of potentially dangerous trees at our school and Preschool on an annual basis, and develop a plan for monitoring or the removal of these as required.
- Ensure a clean and hygienic environment is maintained. The service is adequately cleaned on a daily basis by the school cleaner, with carpeted areas and mats more thoroughly cleaned annually. Pest treatments for cockroaches and spiders are conducted biannually or as the need arises.
- Consistently ensure equipment and areas that children play in are cleaned on a regular basis and documented on a cleaning register. Educators actively involve children in cleaning experiences as part of daily routines, such as sweeping the sandpit and wiping tables in preparation for lunch.

<b>Standard 3.2 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, 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.

### **Element 3.2.1**

At Cardiff South Public School Preschool we;

- Maintain a wide selection of resources to actively engage children in a range of experiences in all learning environments. Educators maximise opportunities for children to experience continuity in their access to materials and resources and their ongoing explorations in both the indoor and outdoor environments.
- Provide responsive learning spaces, routines and an emerging program to stimulate and reflect every child's interests. Educators ensure learning environments are aesthetically appealing, and rich in opportunities for engagement with open ended materials and experiences. Wherever possible resources reflect cultural diversity, and stimulate investigation, questioning and exploration.
- Benefit greatly from a large outdoor environment with natural grass that involves children well in both creative and active play experiences. Children have access to pipes, pool noodles, crates, logs and pavers that foster opportunities to create, explore, investigate and construct. Educators provide bikes for children to access each day, and encourage involvement in active games and experiences.
- Actively encourage children to explore the natural world. Educators have enhanced opportunities for children to engage their senses and develop appreciation for living and non-living things. Children are encouraged to roll down our grassy mound and explore elements of the natural world through access to our bug house, worm farm, gardens, and mud through their engagement with sand, dirt and water.
- Ensure that our indoor area is designed to support opportunities for children to engage individually, in small groups, and as part of a larger group. Educators have effectively positioned furniture to provide children with access to larger, open areas as well as quiet retreats. We ensure learning areas are predictable to support independent exploration and consistent engagement with resources, having a separate block area dedicated for construction.
- Have established learning areas that are flexible and responsive to every child who attends. Educators consistently ensure children have access to a rich variety of open ended materials that can be utilised to reflect their ideas and interests. Children are encouraged to arrange resources and equipment in both the indoor and outdoor environment, and are actively supported to take safe risks and

challenge themselves.

- Maximise opportunities for children to engage in self-initiated play by making resources easily accessible. Educators ensure that tables used for mealtimes are kept unencumbered at other times for children to use for their own ideas and purposes. Sandpit crates are provided for children to freely access a variety of tools for flexible use to reflect their play ideas. Our outdoor shed is also left open for children to request any equipment required.

### **Element 3.2.2**

At Cardiff South Public School Preschool we;

- Effectively support every child to engage with all learning outcomes through an abundance of materials, resources and equipment. Educators strive to source open ended materials and equipment that promotes active exploration, discovery and experimentation, provides appropriate challenge and is responsive to children's emerging interests.
- Regularly utilise a range of tools and technologies including loose parts, commercial toys and authentic resources and props to support children's learning. Educators scaffold the use of materials in different ways and learning spaces, and consistently engage children with information and communication technologies, having a laptop, Ipad and Smart TV accessible for research purposes.
- Maintain a strong focus on fostering creativity and abstract thinking to challenge every child's learning and support individual expression. Educators have established a large art space that supports opportunities for children to access a range of tools and materials to engage with visual art forms such as drawing, painting, collage and sculpture.
- Ensure consistency in the location of learning areas in both the indoor and outdoor environment to foster familiarity and ongoing learning opportunities. This supports children to effectively manoeuvre in and around the environment with a safe and smooth flow of traffic. Educators are respectful of children's use of resources in other learning areas to extend play ideas and scenarios.
- Foster a strong sense of agency through making accessible a wide range of open ended resources to promote autonomy and independence. Materials and equipment at the service are arranged to be aesthetically appealing and are accessible to children to ensure they can independently choose and use what they need. Educators explicitly teach children where additional resources are located to further support their explorations.
- Consistently respond to the needs of the children and ensure that they are actively involved in selecting and organising resources. Resources at the service are inclusive, and are reflective of the children and families that attend. Educators are attuned to children's requests and emerging interests, and actively use spontaneous experiences to enrich children's learning and celebrate their achievements and discoveries.
- Encourage children to contribute their ideas for resources required throughout the day, as well as following fundraising efforts when purchasing new resources.

### **Element 3.2.3**

At Cardiff South Public School Preschool we;

- Actively source and repurpose materials to utilise at our service. Educators actively seek donations from families for specific resources,

and utilise op shops, garage sales and council collections to access materials that can be repurposed. We have also repurposed old wheelbarrows that can no longer be used, utilising these as another resource for planting purposes.

- Consistently promote a nude food approach with families to support our sustainability initiatives and reduce the amount of waste we contribute to landfill. Any yoghurt tubs and lids from mealtimes are rinsed and then added for materials to use in our Mr Maker area.
- Strive to effectively involve families in supporting our sustainability initiatives. Educators consistently request donations of recycled materials for children to use in our Mr Maker area, and have established a roster to send home any washing to include in their own loads to reduce water consumption.
- Have a designated bin to recycle our paper off cuts and other materials, with children and families taking turns to sort and empty into their yellow lidded bins at home.
- Consistently support children to engage with energy efficiency and water conservation as part of everyday routines and practice. Our lights are turned off from lunchtime each day to save energy, and stickers on the children's dual flush toilets used as visual prompts for '1 for wees, 2 for poos'.
- Engage children in everyday discussions to foster a shared responsibility towards environmental issues and sustainable practices. Educators consistently model, and explicitly teach children how to sort scraps into buckets at mealtimes to embed knowledge of sustainable practices. Children add fruit and vegetable scraps to our worm farm and utilise the worm wee on our gardens.
- Actively involve children in the process of reduce, reuse, recycle. Educators at the service engage in explicit teaching of the recycling process. Children are consistently supported to recognise and identify items that can be repurposed, including yoghurt tubs and lids, as well as snap lock bags and paper bags that can be taken home to reuse.
- Encourage wildlife to our natural environment as a means to learn about our responsibilities to flora and fauna in our world. Educators have incorporated a birdbath and bug house as part of our outdoor environment to support children to understand the needs of animals and living creatures in their natural habitats.
- Actively engage children in discussions and plan learning opportunities to highlight our impact and dependence on the environment and other living things. Educators engage children with silkworms each year to further enhance their understanding of life cycles, food sources, habitats and our dependence on these. This is further supported through our established Preschool 'pets' that children take turns to look after at home each week.
- Liaise with Hunter Resource Recovery education officers to embed sustainability messages through an annual visit to the service. This incursion strengthens children's knowledge around recycling practices, develops their awareness of recycling centres and actively engages children with sorting materials.
- Extend and enrich the children's understandings and responsibilities of sustainability by engaging with annual community initiatives and events including Clean Up Australia Day and Earth Hour.
- Support children to learn from, and care for the land through tending to established gardens at the service. Garden beds are utilised for planting our own herbs, fruit and vegetables to support children to understand where our food comes from. Educators encourage children to interact with the growing process by tending to the needs of the garden, along with families who are invited to volunteer their time in our gardens each week.
- Involve children in harvesting produce from our gardens to use in cooking experiences and for other purposes. A bush tucker garden has been researched, developed and planted, with educators continuing to support children's understanding of the varied uses for each



plant. Educators also foster opportunities for children to engage with our plants using their senses to taste, smell and touch.

## Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue			Priority L/M/H
3.2.1	Our outdoor play area needs renewing. It is lacking nooks and crannies, risk taking opportunities and a variety of natural elements to explore. A draft outdoor design concept plan has been developed in consultation with children, families and staff which will need to be completed in phases			M
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	By When?	Who?	Progress notes and reflection
To complete the first phase of our outdoor design concept to create a more open ended, challenging soft fall area for gross motor skills.	Finalise outdoor design concept and costing obtained for each phase outlined in the plan.	End of Term 1	Preschool Teacher	
	Communicate outdoor design concept to new families for feedback	Term 2	Preschool Teacher	
	Removal of fort, soft fall replaced in	Term 3	Preschool	

	these areas and new A-frames to be purchased that are rust resistant and can be left outdoors		Educators/ Educational Leader/ Nominated Supervisor	
	Hold fundraisers such as a Preschool Bike-a-thon and Mango Fundraiser to generate additional funds to support completion of outdoor design concept phases. Seek financial support from the school P&C for additional funds	Fundraisers to be held in Term 2 and 4, approach P & C as needed	Preschool Educators	
	Apply for community grants for financial assistance to complete our outdoor design concept as well as for larger ideas and plans that support sustainability, such as a water tank attached to a cubby house	Will apply as appropriate grants become available	Preschool Educators/ Educational Leader	
	Network with Cardiff Men's Shed and Cardiff High School for construction of any resources as part of our outdoor design upgrade	Term 3 and 4	Preschool Teacher	
	Consult with Early Learning Directorate to notify ACECQA about modifications to our environment	Term 4	Nominated Supervisor/ Preschool Teacher	
	Consult with Schools Infrastructure (Assets) and put out to tender	Term 4	Nominated Supervisor	
	Working bee held at Preschool	Term 1, 2019	Preschool Teacher	

	At least the first phase of plan completed and being utilised, review resources required for further phases of the plan	By end of Term 2, 2019	Preschool Educators/ Educational Leader	
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## Quality Area 4: Staffing Arrangements

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

### Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 30/4/18

Ref. to Law (S)/ Regulation (R)	Does your service meet these requirements?	Confirmed
R122-124	Have you ensured that the educator to child ratio is maintained and that only educators working directly with children are included in ratio?	Yes
R.135 R.152	Have you ensured that a suitably qualified and experienced individual has been appointed as the preschool teacher?	Yes
R.120 R126	Have you ensured that School Learning Support Officers hold, or are actively working towards, an ACECQA approved certificate III level qualification?	Yes
R.129-135 R.136	Have you ensured that at all times children are in attendance at the service there is at least one person with an ACECQA approved first aid qualification available, and at least one person who has completed training in the management of asthma and anaphylaxis?	Yes

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

## Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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

### Element 4.1.1

At Cardiff South Public School Preschool we;

- Ensure that children and families have extensive opportunities to become familiar with educators at the service before they commence. As part of the orientation process children and families are given a handbook with photos that introduce educators at the service.
- Successfully implement a staggered start transition approach for children over the first week of each school year. An additional educator is employed during this period to assist Preschool educators to establish relationships with each child and their family to foster a sense of belonging. Where possible the additional educator employed is a familiar staff member that will be utilised as relief staff when permanent educators are absent throughout the year.
- Benefit greatly from educators having the same shift times and being on duty at all times that children are in attendance each day. Our educators both work full time, and are teacher trained. Regular relief staff are utilised wherever possible as required to ensure continuity for children and families.
- Consistently ensure children's safety and wellbeing is paramount. Both educators maintain current first aid qualifications, as well as qualifications in Emergency Asthma Management and First Aid Management of Anaphylaxis. Qualifications are maintained in individual educator files, as well as in the service's staff record folder. A school learning support officer also holds emergency Asthma and Anaphylaxis qualifications in the event both Preschool educators are absent.
- Consistently maintain staff to child ratios throughout the day by utilising school staff to relieve for breaks and programming time. A roster is developed each term that ensures effective continuity for each group of children with regular staff coming on set days and breaks each week.
- Effectively communicate staffing changes with families. Educators alert families to which educators are present each day in the service foyer, including staff due to cover breaks or programming time. Any educator changes over a longer period of time are communicated through emails, in newsletters and on the front noticeboard prior to their commencement wherever possible.
- Strive to ensure that routines as part of arrival and departure times are organised to facilitate effective, meaningful and open communication with families. Our procedures for arrival and departure have been successfully developed to foster a relaxed and unhurried time that maximises supervision and provides extensive opportunities for engagement with families.

- Critically reflect on our established routines and streamline practices and procedures to ensure our engagement with children is maximised throughout the day. Children are actively supported to contribute to everyday cleaning tasks and packing away of equipment to foster a sense of responsibility and belonging to the environment.
- Are provided with non-contact time to undertake programming, meet with families and support agencies, and complete administrative tasks. Our Preschool teacher has two hours allocated as non-contact time each week, which is effectively rostered to ensure minimal disruption for children in attendance. Additional time to undertake administrative tasks and meetings is supported and reflected in the budget.
- Ensure regular opportunities are provided with other educators to critically reflect on, and develop the program, as well as our procedures and practices. Educators are allocated time on a weekly basis to meet and discuss all aspects of the service to inform further practice. Regular school staff are utilised each week to cover these meetings to actively support continuity for children.
- Benefit greatly from an additional school learning support officer being rostered for extra support one afternoon each week. Educators use this time flexibly to work more closely with children who may benefit from additional support, on group projects, and generally fostering further opportunities for engaged, meaningful interactions with children.
- Work collegially with Kindergarten teachers to foster an effective transition to school process. Educators actively collaborate with school staff and provide support to maximise a positive transition to school for all children.
- Effectively network with a range of professionals for supporting children with additional needs. Our educators have access to a learning and support teacher within the school for comprehensive support. We also highly value the involvement of external allied health professionals for specialist advice and strategies to assist educators to effectively support children to work towards identified goals.

### **Element 4.1.2**

At Cardiff South Public School Preschool we;

- Consistently support continuity of care for children which current research shows is vital to brain development and successful learning outcomes. Both educators work the same shifts that children are in attendance each day, assisting children to develop strong, secure attachments to educators and support children's separation from families.
- Foster secure and responsive relationships with all children and families through the engagement of long term staff. Our service has a low staff turnover rate, with both educators having worked in a full time capacity for a number of years. Educators at the service have established a cohesive working relationship which supports continuity for children, as well as for families who have previously attended the service, which also promotes long term planning for improvements to the service.
- Have established, and utilise a regular pool of relief educators for any times that our permanent Preschool educators are absent. Wherever possible the service engages the same casual teacher or school learning support officer to ensure the children have an existing relationship with the relieving educator. Familiarity with regular relief educators ensures that children and families continue to feel safe and secure in our Preschool.
- Effectively support children's continuity of care through the development and regular review of staffing rosters. The Principal ensures appropriately qualified staff are used to maintain staff to child ratios, and arranged as a rotating roster to ensure that at least one familiar Educator is available for children.

- Extensively promote familiarity for children with educators wherever possible. When staff rostered to cover breaks are absent, we have arrangements in place to utilise other permanent school staff, or relief staff who are familiar to our service for these times that are familiar to the children.
- Have developed effective arrangements to ensure continuity for children at times where regular Preschool educators are involved in planning or administrative tasks. The Principal, as Nominated Supervisor, has developed effective rosters for educator release time that provides minimal disruption to children and families. A release teacher is employed each Wednesday morning to cover our Preschool teacher's release time, and our educator reflection meeting. Our release teacher has qualifications in early childhood as well as working in the school, further supporting continuity of educators for children in their transition to school.
- Ensure families are provided with opportunities to provide exit feedback at the end of each year to contribute to continuous improvement and ongoing development of our program and practices.



<b>Standard 4.2</b>	<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.

### **Element 4.2.1**

At Cardiff South Public School Preschool we;

- Work collegially as educators, and have a responsive and positive working relationship. Educators respect the diverse skills and backgrounds that all educators and staff members bring to our service. We recognise these as important in creating an exciting, responsive program for children.
- Challenge, support and extend one another as educators, and value each other's strengths and attributes. Educators and staff members at the service have positive and respectful relationships, communicating freely in a calm and positive environment and working collaboratively to ensure responsibilities are completed throughout the day.
- Actively support all new educators and staff members to our service, in both a permanent or relief role. Educators are provided with a more formal induction process where they are provided with policies and service specific information, as well as unstructured on the job support from other educators and staff members.
- Consistently support all educators and staff to share their strengths and skills to foster collaboration and mutual respect.
- Consistently seek opportunities to engage with further professional learning. Educators attend regular professional development and share their learning with each other to reflect upon and identify potential opportunities to enhance our practice.
- Have extensive opportunities to access a range of professional development as part of the DoE. Educators are actively supported to attend conferences, staff development days, internal courses and information sessions around identified areas of interest or need.
- Engage in regular networking opportunities with other Department of Education Preschools in the Hunter Region. Educators regularly attend and contribute to collaborative and collegial discussions to support best practice in consultation with educators from other services. Our Preschool School Learning Support Officer (SLSO) has been involved in the process of staffing selection. This included contributing as a panel member for an SLSO position in another DoE Preschool in the region.
- Are actively involved in a range of networking opportunities in our school and local community, including school parent and community meetings and our local Kumaridha Aboriginal Education Consultative Group. Educators are also actively supported to attend regular Hunter Early Childhood Educator breakfast meetings with other early childhood professionals from a range of services.
- Foster ongoing collaboration between educators at the service through regular reflection meetings each week. Educators are allocated 45 minutes each week to communicate and reflect upon all aspects of the service, including the program, our practice and procedures. An agenda is mutually created for each meeting and minutes documented.

- Have strong links and engagement with all school staff through fortnightly meetings, professional learning and the DoE performance and development plan process. Through these opportunities we effectively contribute to, and collaborate with all staff in relation to whole school processes, as well as having the opportunity to share information and obtain feedback.
- Have a highly trained and experienced educator as our Educational Leader. Our Educational Leader provides regular and on-going support to educators at the service, and engages with educators as part of weekly reflection meetings.
- Have extensive access to a range of specialist support within the DoE. Educators can seek support through the local P-2 Initiatives Officer and Early Childhood Directorate, as well as having access to specialised equipment and resources from the Henry Parkes Equity Resource Centre.

### **Element 4.2.2**

At Cardiff South Public School Preschool we;

- Consistently engage with the Early Childhood Australia (ECA) Code of Ethics in our everyday practice with children, families and educators. Educators establish meaningful and respectful relationships with children, families and staff, modelling care and respect through active listening, collaborative efforts and reciprocal interactions. The ECA Code of Ethics and the DoE Code of Conduct are displayed in the foyer of the service. The ECA Code of Ethics is also provided to all staff to review each year as part of the induction process, as well as annual training provided around the DoE Code of Conduct.
- Recognise and consistently challenge social constructs with children, families and educators, and as a team engage in healthy debate to challenge bias.
- Have invested in annual subscriptions to actively support educators to engage with current issues and research to reflect upon and further inform practice. We maintain subscriptions with Early Childhood Australia (ECA) for professional publications as well as the ECA Learning Hub. Our Preschool teacher engages with professional reading time, including ECA learning hub modules and webinars when school based teacher professional learning reflects K-6 curriculum.
- Ensure all educators have an extensive knowledge and understanding of the EYLF and reflect the principles and practices in their everyday practice with children, families and educators. Copies of the EYLF, along with the National Quality Standards, National Regulations and Law are accessible for all educators at the service through both hard copy and digital versions.
- Strive to ensure educators have access to a comprehensive staff handbook. Our staff handbook encompasses service specific information including procedures, the routine and class profiles, as well as medical alerts and the ECA Code of Ethics. All new educators or relief staff who have not completed an induction at the commencement of each school year are required to engage with the staff handbook as part of the induction process.
- Actively maintain a comprehensive staff records folder which is kept on the service premises. Our staff records folder details the qualifications of all Preschool educators and school staff, including relief staff, and updated as required.
- Have a comprehensive service philosophy documented that effectively captures what is important to children, families, educators and staff involved with our service. Our philosophy is displayed in the foyer of the service, and supported by educators personal philosophies to identify and document any particular skills and interests they contribute to our program.
- Engage regularly with school staff on established committees to foster a collaborative approach towards improved outcomes for all

children. Our Preschool teacher is an active member of the school Aboriginal Education Team that liaises closely with the local Aboriginal community, as well as the Work Health and Safety committee.

### Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue			Priority L/M/H
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection
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## Quality Area 5: Relationships with children

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

### Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 30/4/18

Ref. to Law (S)/ Regulation (R)	Does your service meet these requirements?	Confirmed
R.155	Have you ensured that educators interact with children in a way that	<b>Yes</b>
	• Encourages children to express themselves and their opinions?	<b>Yes</b>
	• Supports children to develop self-reliance and self-esteem?	<b>Yes</b>
	• Maintains the dignity and rights of each child?	<b>Yes</b>
	• Provides positive guidance and encourages acceptable behaviour?	<b>Yes</b>
	• Reflects each child's family and cultural values?	<b>Yes</b>
R.156	• Is appropriate for the physical and intellectual development and abilities of each child?	<b>Yes</b>
	Have you ensured that the size and composition of each group of children provides them with the opportunity to interact and develop respectful and positive relationships with each other and with educators?	<b>Yes</b>

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

## Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

Standard 5.1 Respectful and equitable relationships are maintained with each child.		
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.

### **Element 5.1.1**

At Cardiff South Public School Preschool we;

- Have an effective process of relationship building that begins with our staggered start to Preschool. Children commence at our service in small groups each year to foster the establishment of genuine relationships between children and educators.
- Develop strong, responsive relationships between children and educators. Educators engage in warm, individualised and respectful relationships with all children. This is supported through both educators at the service working full time and being in attendance at the same times as children.
- Provide a calm and reassuring environment to support each child's sense of belonging. Educators ensure all aspects of the day are relaxed and positive, with experiences and routines flexible to foster meaningful interactions with each child.
- Respond sensitively to children's efforts to communicate. We encourage children to share their experiences and interests from Preschool as well as home. Opportunities are also provided for children to share any news as part of our morning meeting transition to enhance their security to our group.
- Strive to spend equal and plentiful amounts of time each day engaging in play and conversation with each child. Educators ensure interactions are meaningful and focused on supporting the acquisition of new knowledge, skills and understandings.
- Consistently respond to each child's ideas and interests and how to extend their understandings of their world. Educators at the service document key aspects of conversations and interactions in the program in order to drive children's learning forward through intentional teaching and planned experiences.
- Are responsive and respectful with our level of engagement when participating in children's play. Educators encourage and guide children to develop new skills and independence in tasks, using a graduated approach to the level of support provided for each child.

- Ensure opportunities are maximised for every child to engage in interactions that effectively support learning. Educators explicitly teach all children aspects of sign language as an alternative means to communicate ideas to others, as well as to support children with additional learning needs.
- Seek to develop a thorough understanding of every child and their family. Educators gather information about each child and their family on enrolment that encompasses their interests, strengths, cultures, languages, traditions and child rearing practices.
- Ensure each child is a valued and integral part of the Preschool group. There is a depth and quality to the relationships between children and educators that is built on trust, acceptance and humour.
- Have an active approach to ensuring equity and inclusion for every child at our service. Educators work with allied health professionals, and consistently support their engagement at the service to foster each child's active participation in the program. Visual prompts and social stories are also utilised to further support each child's involvement.

### **Element 5.1.2**

At Cardiff South Public School Preschool we;

- Are committed to ensuring the rights of each child are actively promoted at the service. Educators strive to ensure that opportunities and experiences are reflective of, and enhance each child's personality, talents and abilities. Each year we engage with, and celebrate children's week at our service, actively engaging children in discussions and experiences to reflect on their rights. The United Nation Convention on the Rights of the Child is also displayed in our service foyer.
- Consistently provide a relaxed and positive environment for children. Educators engage with a range of strategies to guide each child's behaviour, including the use of sensory toys such as timers and visual supports. We model and intentionally teach children strategies to support self-regulation, and positively reinforce and acknowledge each child's efforts.
- Actively seek to foster a sense of ownership for all children. Children are supported to sign in each day and choose their own space in which to place their belongings. Educators encourage children to access materials for their own purposes, and assist each child to actively engage in cleaning and packing away. Educators also survey and seek input from children to guide and reflect upon aspects of our program.
- Ensure all children are provided with adequate warning of changes to routines or experiences. Educators have documented and display the daily routine using visuals for children to refer to in the room. We provide a five minute verbal warning before any pack away transitions, with visual prompts and timers used as required to further support individual children with any transitions or changes.
- Develop effective guidance strategies that demonstrate respect and understanding of every child. Educators work in consultation with families to ensure a consistent approach is used to support children. Individual strategies to support learning are promoted, including sensory and fidget toys, wobble cushions and puzzles, as well as engagement in physical experiences. We strive to recognise and understand why each child may behave in a certain way, and make appropriate modifications to the environment to reflect our observations.
- Reflect on interactions amongst children through informal discussions on a regular basis. Through this process educators have highlighted aspects of social inequity and bias, as well as children that may need additional support with transition to school. This has resulted in consultation with relevant school personnel and a transition timeline developed to facilitate adequate additional support.

- Encourage each child to have an active voice with their own opinions and ideas, and provide opportunities to reflect on their learning and behaviour. We have documented and displayed each child's philosophy alongside our family identified hopes and dreams tree at the service.
- Maximise opportunities to foster each child's sense of agency by giving them a sense of control over their environment and choices. Educators provide a range of resources for children to independently access and utilise for their own purposes, and hold high expectations for their participation and achievement in learning. We actively encourage children to engage with safe risk taking opportunities to foster each child's self-esteem and resilience.
- Effectively incorporate aspects of each child's culture into the service. Educators plan for opportunities to share and celebrate cultural traditions and practices, including our Harmony Day celebrations. We consistently incorporate Aboriginal perspectives into the program for all children in consultation with Aboriginal families and the local community.

<b>Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships.</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.

### **Element 5.2.1**

At Cardiff South Public School Preschool we;

- Effectively support each child to develop positive relationships through established group attendance patterns. At our service each child attends over a five day fortnight, with children attending in groups at either the beginning or end of the week. Having the same children in attendance each day assists each child to become very familiar with their peers and establish and maintain positive relationships.
- Have established strategies to assist children to feel secure and confident in their environment. Educators acknowledge each child's efforts and achievements, and consistently model and support children's efforts to initiate play, join the play of others and accept others into their own play. Educators model explicit strategies for children and provide regular opportunities for small group games to support social skills.
- Actively encourage children to work with others on joint projects and investigations, both in the short and long term. Educators use these opportunities to support each child to collaborate with others and acquire new skills and understandings, as well as develop relationship-based skills.
- Strive to ensure a culture of respect is established at the service. Educators consistently model and foster opportunities to support children to show respect for one another in our everyday practice and discussions. Children are actively involved in the orientation process for any new children through an established buddy system. Families are engaged to assist to support children's efforts in promoting respect by taking turns to care for our Preschool pets and silkworms each year.
- Consistently model and support every child's engagement in play experiences to ensure effective, responsive interactions that foster collaborative efforts. Positive guidance is role modelled by educators, and all children are encouraged to include and accept every child as equal and valued members of the group. Educators at the service actively support children to share and contribute rules in collaborative games and experiences that develop to ensure an equitable approach.
- Engage with a range of skills and strategies to effectively support children with additional needs to play with other children. These include visual supports, social stories and individualised resources. Regular communication with families and allied health professionals ensures that we are co-ordinated and working towards common goals using consistent strategies.



## **Element 5.2.2**

At Cardiff South Public School Preschool we;

- Ensure a feeling of security and inclusion are the foundation of our service. There are regular discussions on what it means to belong to our group, and our care and consideration of one another.
- Ensure a wide range of support strategies are in place to assist each child to regulate their emotions, manage their own behaviour and effectively deal with the behaviour of others. Educators use visual supports, and children are actively involved in discussions to identify their feelings and reflect these on our feelings check in chart each day.
- Actively seek to ensure that each child has the language and communication ability to resolve conflict in a positive way. Educators explicitly teach communication strategies that include spoken language, gestures, signing, body language cues and facial expressions.
- Effectively promote safe and positive options for each child returning to a sense of calm and control by providing support, understanding and acceptance. Educators respond in ways that demonstrate a non-judgemental approach and strive to promote self-esteem. We actively model this for the other children and encourage them to also provide support and understanding to each child experiencing distress.
- Actively support children to work in collaboration and harmony with each other. Educators use a range of strategies to support children to engage in positive and sustained interactions with their peers. We model effective dialogue and scaffold each child's efforts in collaborative experiences, providing additional support through visual prompts. Social stories are developed at the service as an additional strategy to support children, and visual timers utilised to foster effective turn taking.
- Consistently provide opportunities for children to engage in mindfulness and relaxation experiences to support self-regulation. Educators incorporate relaxation in our everyday practice through a story or interactive yoga experience. Cosmic kids yoga is a regular part of our program to support each child's wellbeing.
- Engage children in regular opportunities to foster shared decision making with peers and educators. Our day begins with a morning meeting where each child is encouraged and supported to contribute to shared decision making, and establish rules and expectations for various experiences. Educators also actively survey children by reflecting on experiences and ascertaining further ideas, including ideas for resources to purchase following fundraising efforts.

## Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue			Priority L/M/H	
5.2.2	Educators have observed an increase in the number of children this year who require intensive support with attempts to self regulate their behaviour and respond to conflict appropriately, as well as children displaying anxiety.			M	
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection	
To develop more effective tools and strategies to foster children's emotional wellbeing to support a positive transition to school	Engage in professional development opportunities around aspects of social and emotional wellbeing that reflect resilience, self regulation and anxiety in children	As opportunities arise throughout the year	Preschool Educators		

	Set up an area in a quiet part of the room designed for children to independently access to 'take a break' when overwrought	Term 2	Preschool Educators	
	Set up an area for children to engage with Yoga as a means to calm and self regulate at any time of the day	Term 3	Preschool Educators	
	Liaise with Early Stage One Assistant Principal to support transition of children to Kindergarten, and extra orientation visits	Term 3	Preschool Teacher/ Early Stage One Assistant Principal	
	Visit Kindergarten classrooms as a Preschool group to support transition to school and positive interactions with school children	Term 3	Preschool Teacher/ Early Stage One Assistant Principal	
	Register to become a KidsMatter Early Childhood Service, accessing professional learning and	Term 3	Preschool Educators	

	individualised support around mental health and wellbeing			
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## Quality Area 6: Collaborative partnerships with families and communities

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

### Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 30/4/18

Ref. to Law (S)/ Regulation (R)	Does your service meet these requirements?	Confirmed
R.157	Do you respect the right of parents to enter the service when their child is in attendance unless <ul style="list-style-type: none"><li>• Allowing the parent to come into the service poses a risk to the safety of children or staff?</li></ul>	Yes
	<ul style="list-style-type: none"><li>• Allowing the parent to come into the service would prevent you or educators and staff from carrying out your normal duties, such as supervising children, delivering the program or meeting health and safety needs? or</li></ul>	Yes
	<ul style="list-style-type: none"><li>• You reasonably believe that allowing them entry would contravene a court order?</li></ul>	Yes

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

## Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

<b>Standard 6.1 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.

### **Element 6.1.1**

At Cardiff South Public School Preschool we;

- Actively support all families expressing interest in enrolling their child at our service. Any families making enquiries about enrolment are given a detailed information brochure about our service along with our enrolment procedure and an expression of interest form to complete.
- Consistently follow and maintain an extensive enrolment process to introduce all families to our service. Each family is invited to visit for an initial enrolment meeting with their child to meet and familiarise themselves with our service. An enrolment checklist is followed to ensure families are provided with adequate information, as well as to consult with families about any questions and queries.
- Effectively communicate information about the service with all families upon enrolment, providing an orientation pack which contains easy-to-read information about how the service operates. A Preschool information booklet, a selection of policies and procedures, and other resources and information are all included. Families are also emailed further information closer to the start of their enrolment date. Access to translation services is available through the DoE as required.
- Actively seek to welcome children and families through our comprehensive orientation process. Families are invited to the service for at least one orientation visit in Term 4, or before they commence if enrolling during the year. Children with additional support needs are encouraged to visit a number of times for orientation visits in collaboration with families, and meetings held with families and allied health professionals to assist with the transition process.
- Extensively support children to become familiar with our service through a detailed Preschool handbook. This is given to children as part of their orientation visit, and is reflective of a social story that details everyday routines and responsibilities, as well as identifying educators at the service.
- Actively support children who are currently attending the service to be involved in the orientation process for new children. Our

Preschool handbook is compiled in consultation with children currently attending to ensure information is relevant and meaningful, and support children to be a buddy to welcome new children attending orientation visits.

- Maximise opportunities for children to establish a feeling of security and form a bond with educators through a staggered induction to Preschool. At our service children begin Preschool in small groups over the first week to foster a sense of belonging to their environment, and allow educators to get to know each child very well.
- Actively consult with families about their hopes and wishes for their child at Preschool. On commencing Preschool, families are asked to contribute their hopes and wishes for their child on a leaf to display. We also survey families for further information about their child's strengths and interests, as well as goals for their child which are used for planning purposes.
- Provide ongoing support for families as they transition to Preschool. During Term one educators plan a Preschool information afternoon for families that provides further details about the Early Years Learning Framework, National Quality Standards and general Preschool information.
- Establish positive, respectful and reciprocal relationships with all families. We have an open door approach and enjoy having family members visit our service for both spontaneous and planned visits. Families are actively encouraged to share their skills and interests, as well as to visit for a play or be part of special events and celebrations.
- Consistently support families to become involved at our service in a range of ways. Families are involved in providing functional assistance for the service, by taking turns in a washing roster over the year. Educators have also provided opportunities for families to be involved and volunteer as part of a gardening roster each Wednesday morning.
- Regularly invite families into our service to be part of events and celebrations, as well as to come along and assist on regular outings and excursions. We plan for a variety of events throughout the year which rely on the active support and participation of families to be successful. These include a Harmony Day concert, Mother's Day visit, Father's day visit, a Bunnings BBQ Fundraiser, Preschool Bike-a-thon and end of year celebration.
- Effectively survey families each year about the ways in which they would like to become involved and have input in our service. Educators at the service review children's enrolment forms for any skills or knowledge that families have that they could share or utilise as part of the process of reviewing service policies, procedures and areas of the Quality Improvement Plan.
- Actively seek the involvement of families in a committee each year to reflect upon service decision making processes and guide the review of our Quality Improvement Plan. Our Preschool committee is made up of Preschool educators, the Nominated Supervisor and Educational Leader, a school staff representative, at least one family from each group of children, and where possible an Aboriginal representative.
- Benefit greatly from being part of the school community, where families are able to join as representatives on the school parent and community committee.
- Document and display a comprehensive daily reflective sheet for families to look at and reflect upon with their children. Educators capture any experiences and interests the children are engaged in and add to the front noticeboard before departure each day. The daily reflective sheet includes photos, children's voices, and descriptions of experiences that children have been actively engaged in.

## **Element 6.1.2**

At Cardiff South Public School Preschool we;

- Strive to work in partnership with families to effectively support their child's learning and wellbeing. Families are encouraged to share information about their child's strengths and interests on enrolment, as well as any goals on a planning partnership form, which is used for planning purposes. Educators establish open and respectful communication with families, and openly share any interactions, interests, concerns and achievements with families about their children.
- Ensure an effective exchange of information occurs on a regular basis with families. Educators at the service engage in discussions with families as they arrive of a morning as well as on departure. We open the front door at 2.45pm each afternoon to ensure a more efficient flow through of families in order to engage in more sustained and meaningful communication opportunities.
- Provide regular opportunities for families to engage in both informal and formal discussions about their child's learning and wellbeing. Meetings with families are held as required during the year, as well as midyear for families wishing to discuss their child's achievements, progress and concerns, and review goals for the second half of the year.
- Provide a comprehensive Preschool information session in Term one each year. Families are invited to attend to learn more about the benefits of a play based program, and engage in further discussions around the Early Years Learning Framework. Families are supported to develop an understanding of the National Quality Standards and Assessment and Rating Process, and are provided general information and reminders. Educators actively encourage questions and feedback from families throughout the session.
- Comprehensively review children's enrolment forms for any skills that families could contribute to our service. This includes skills that families could share with the children, such as a paramedic or soccer coach, as well as skills that may support the availability of resources, such as a plumber, builder or electrician. Educators actively encourage families to share any identified skills, as well as supporting families from different cultures to share any significant cultural events.
- Actively seek feedback from families to further inform the program. Families are actively encouraged to provide written feedback on the program and daily reflections. Educators add any verbal feedback or suggestions to the program and reflect on these ideas to incorporate future possibilities and provocations. Our program is accessible to families on the front foyer bench to read and add feedback as they enter Preschool each day.
- Strive to regularly consult with families about their child's learning and participation in the program. Educators email a learning story to families each term to communicate their current interests and any investigations that their child is involved in, as well as highlight their learning and achievement towards learning outcomes. Families are encouraged to provide feedback on their child's learning, educators using this to guide and inform future learning opportunities.
- Actively promote opportunities for families to foster children's continuity of learning across settings. Our Preschool pets visit a Preschool family each week to take care of them, and reflect our ongoing discussions around the concept of respect. Educators encourage families to contribute to, and support continuity of learning for their children by involving them in reflections and documentation of their experience to share with all children at our service.



### **Element 6.1.3**

At Cardiff South Public School Preschool we;

- Strive to provide a welcoming environment for families and visitors. A specific family information area is located at the entrance to the Preschool and includes books, brochures, resources, and other information on a noticeboard. A digital photo frame that reflects images of children's engagement in experiences and events at our service is displayed and shared for families and visitors. Posters are regularly added to Preschool noticeboards and may reflect road safety initiatives, sun safety and special event days.
- Have a strong communication focus with families to share current information about the service as well as their child's progress. We effectively communicate with families through a variety of methods including at arrival and departure times, by phone, email, in Preschool newsletters, school newsletters, photo stories in our daily reflections, and through the weekly program.
- Ensure families are well informed at the service through regular email communication. Families are emailed on a regular basis with notices, events and reminders. Any changes to procedures are effectively communicated to families via email, with opportunities provided for feedback over a two week period before implementation.
- Provide families with an extensive Preschool newsletter each term. Educators outline achievements and experiences from the Term, as well as identify any upcoming events and ideas as part of each newsletter. Photos are included, along with information sheets or links to resources to support families. Families can also access a weekly school newsletter that can incorporate Preschool experiences and events we want to share with the wider community.
- Ensure families have access to current information in a number of accessible areas at the service. Each family has an individual 'letterbox' that is used to distribute information when a hard copy is required. Educators also use the noticeboards displayed at the entrance to our service to communicate and provide further information and reminders to families.
- Actively seek to provide families with information about their child's learning and participation in the program. A learning story is emailed to families each term to communicate current interests and investigations of their child, and to highlight their learning and achievement towards learning outcomes.
- Regularly share information about community services and family focused resources with families. Information about community services and resources is made available to families in the family library and on noticeboards, as well as emailed to families as part of newsletters and added to family letterboxes throughout the term. Brochures in different languages are made available for families with a non-English speaking background as required.
- Assist families to access support agencies as required to enhance child and family wellbeing. Educators work collaboratively with health care professionals, and refer families to support agencies in the case of any concerns arising in regards to children's learning and wellbeing.
- Have extensive access to a range of in school support for families as part of the DoE. Educators can refer families to the school counsellor and learning support team for family wellbeing and parenting support. Ongoing assistance for children with additional support needs is also provided by the learning support team as part of their transition to school.
- Consistently promote opportunities to consult with families in their child's learning and wellbeing. Educators ensure that families and allied health professionals are actively involved in the development of individual education plans for any children with additional support needs.

<b>Standard 6.2 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.

### **Element 6.2.1**

At Cardiff South Public School Preschool we;

- Actively support children and families during the transition to Preschool with an extensive orientation process. This includes an initial enrolment meeting and planned orientation visits before they are due to start. Children and families are provided with a Preschool handbook with the contents documented in consultation with children currently in attendance, identifying educators and sharing what to expect when they come to Preschool.
- Consistently seek to foster a smooth transition to Preschool by staggering the children's starting times over their first week to establish relationships amongst children, families, and educators. An extra educator is employed to assist with this transition, and later used as relief staff wherever possible to ensure continuity of care for children and families.
- Communicate effectively with families to exchange information to promote children's continuity of learning. Upon enrolment families complete a partnership form which shares detailed information about each child and family, including their expectations and aspirations. Educators ensure that any information shared by families is communicated with each other.
- Highly value and incorporate each family's culture into our program. Educators make this visible through learning stories, room displays, resources used in play and routines, or any languages spoken by children and staff. We have developed an understanding of the different cultures and structures of families attending our service. Educators are respectful of their beliefs and wishes, and embrace and incorporate aspects they would like to share into our program to challenge bias and promote inclusive practices.
- Foster opportunities for health and safety experts to visit and share additional knowledge and perspectives to support children's learning between settings. Educators organise annual incursions from community programs including Living Safely with Dogs and Pacific Smiles Bright Smiles. Hunter Resource Recovery also provide a program to reinforce recycling techniques and sustainable approaches with children.
- Promote road safety initiatives in meaningful and authentic ways. Educators engage children in everyday discussions and experiences that support road safety initiatives, including our service bikes and road signs, regular outings, excursions and our bike-a-thon.
- Have a rich history of engagement within the school community which effectively supports children in their transition to school. As part of the DoE we can access the school grounds on a regular basis throughout the year, with educators involving children in regular opportunities to order their lunch as well as borrow from the library. In Term 3 and 4 we plan visits to the Kindergarten classrooms to engage in free play, sing a song or play a game. Educators also offer opportunities for children to engage with their siblings and other children in the school community through engagement in school events such as Year 6 Fun Day, and our bike-a-thon fundraiser. Our

utilisation of loose parts pedagogy has been embraced by the wider school community, supporting children in their transition to school by providing familiar experiences and continuity of learning.

- Strive to enhance children's transition to school through providing continuity of educators in different environments. Teachers from the school cover educator breaks at Preschool which enables children to become familiar with staff in the school environment. Kindergarten staff from the school often cover breaks in the second half of the year to further assist with the transition to school.
- Provide opportunities for children and families to reconnect following the transition to school. Educators plan a Kindy Kids Reunion each year at a local park to enable children who have transitioned to other schools to revisit and connect with their Preschool friends.

### **Element 6.2.2**

At Cardiff South Public School Preschool we;

- Actively consult with families on enrolment to ensure a detailed understanding of each child. Educators consult with families in relation to their hopes and dreams for their child's transition to Preschool, documenting these on a leaf and adding to our hopes and dreams tree. Our service also engages families through a partnership planning form to learn more about each family's culture, structure, language and practices, as well as each child's interests, strengths and goals.
- Have a strong connection with the school community to access to a wide range of community services and resources through the school counsellor and learning support team. Educators also maintain relationships with several other schools in the local area to support a smooth transition to school for each child.
- Liaise closely with the school learning support team and school counsellor for inclusion support, and for family and child wellbeing. As part of the DoE, educators can refer families at any time to the school counsellor and learning support team for any concerns of children's learning and wellbeing. Support for the inclusion of each child with additional support needs and access to early intervention is available through funding allocations within the school and DoE.
- Effectively support children attending the service that are part of an out of home care placement. Through the DoE the school learning support team can access transition funding for each child in an out of home care placement. Transition funding is accessed for each child when they first start at the service to provide additional support to establish relationships with peers and educators. In collaboration with each child's carer and case worker an individual education plan is also developed to set goals for their transition to Preschool.
- Ensure effective modifications and adjustments are made for each child to actively participate and engage in the program. Educators develop risk minimisation plans for each child with additional support needs and associated safety concerns to ensure their inclusion in all aspects of the service. Children are effectively supported on an everyday basis through visual prompts and routines, a feeling check in chart, social stories and sign language. Yellow paint has been added to the outdoor environment to support children with vision impairments, and FM monitors incorporated for children with hearing impairments.
- Undertake necessary training to support the inclusion of each child with additional support needs. Advice and strategies are provided through specialist staff, and training opportunities are available both in person and online.
- Consult and work collaboratively with allied health professionals for children with additional support needs on enrolment. An individual education plan is developed in consultation with families and allied health professionals through meetings, phone calls or emails.

Opportunities to engage all stakeholders in the review process is encouraged throughout the year to ensure regular communication and a consistent approach. Visits from allied health professionals are supported for observations or for further individual support to work towards identified goals.

- Liaise closely with allied health professionals to ensure ongoing communication for each child with additional support needs. Our service supports regular visits from allied health professionals involved with each child who has additional support needs. These visits enable observations, and used to foster each child's participation in the program to work towards identified goals.
- Have established networking links with allied health professionals for referrals and support strategies. We work collaboratively with health care professionals, and refer families to support agencies in the case of any concerns arising in regards to children's learning or wellbeing. Educators have established links with a speech pathologist in the local community.
- Engage closely with schools as part of the Cardiff Community of Schools network. Educators at our service are involved in regular networking opportunities with teachers and support staff from local schools, each sharing a consistent long term goal as part of their school plan. Educators use these opportunities to access specialised knowledge and support for our service. This has included a science incursion, as well as additional support for children's transition to school through engaging in discussions and observation visits from Kindergarten teachers with family consent.

### **Element 6.2.3**

At Cardiff South Public School Preschool we;

- Effectively document and display our engagement with the local community in a belonging to our community folder. Educators document the interactions and experiences we have with the local community in the form of incursions, regular outings, excursions and other community events. This folder is displayed on the children's lockers for families and visitors to view.
- Have a strong engagement with the local Aboriginal community. Our Preschool teacher is part of an established school Aboriginal education team that liaises and consults with Aboriginal families to support the inclusion of Aboriginal culture across the whole school setting. Our Preschool teacher and Educational Leader attend our local Kumaridha Aboriginal education consultative group meetings on a regular basis, and have incorporated an acknowledgement of country in communicating with families and the community through email.
- Strive to embed opportunities to engage and consult with the local Aboriginal community. Through active consultation with Aboriginal families, community members and Miromaa language centre we have incorporated an Aboriginal greeting and Acknowledgement of country each day. Our Preschool group names are reflective of Awabakal language for Koala and Kangaroo. Incursions and excursions are planned for children to explore Aboriginal heritage and traditions. Outdoor Aboriginal murals have been developed in conjunction with local Aboriginal community members, with the design linking aspects of Aboriginal culture to the EYLF. Children were involved in developing this mural by adding their handprint as part of the design process.
- Encourage educators to acquire new skills and knowledge in relation to supporting children with additional learning needs. We employ effective teamwork in the program provision for all children with additional learning needs, with educators forming connections with allied health practitioners wherever possible to ensure strategies are worked across all settings.
- Ensure we maintain a rich engagement with the school community, and are able to share Preschool experiences and events through

the school newsletter. Opportunities are fostered for Preschool to be involved in school events and experiences, including Year 6 fun day and book week celebrations. Educators support Year 6 students to have roles as Preschool helpers to assist with the set up and pack away of our outdoor area each day, as well as support children in our annual bike-a-thon fundraiser. These students have often attended Preschool themselves before transitioning to school.

- Organise regular fundraising events that support our engagement with the community. Educators actively plan fundraising events each year to raise additional money for our Preschool. These events are held at the service as well as in local community organisations, including a Bunnings BBQ Fundraiser and Preschool bike-a-thon in the school grounds.
- Become actively involved in fundraising events for community organisations that are responsive to the needs of children and families who attend the service. Educators organise fundraising event days including pyjama day for World Asthma Day, Allergy Awareness Week and Red Nose Day. A preloved book fair assists to raise awareness and funds for The Australian Literacy and Numeracy Foundation who aim to improve indigenous education levels.
- Establish and effectively maintain connections with services in our local community. Educators support community services such as STEPS Vision Screening to visit the service, as well as having links to organisations such as Good for Kids for resources and fact sheets to support families. We utilise specialisations within our local network of schools, including a science teacher, as well as health and emergency services for visits from a paramedic, fire brigade and dental nurse. Regular outings to areas in our local community are promoted, including visits to our local shops and sporting oval.
- Utilise and reflect on community resources and data to identify opportunities to further enhance our program and support children's learning and development. The Australian Early Development Census (AEDC) for our school indicates a number of children are developmentally at risk or vulnerable in the domain of physical health and wellbeing. We have used this data to critically reflect on our outdoor environment, identifying the need to create an area that provides more challenging gross motor experiences, in turn leading to our drafted outdoor design concept.

## Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue			Priority L/M/H
6.1.3	Information on the Preschool website needs to be reviewed to reflect current information about the service, including learning frameworks and support services for families.			H
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection
To develop a comprehensive and informative Preschool website for families and the community	Research, and network with other early childhood services about the content of information and layout used for service websites	Start of Term 1	Preschool Teacher	
	Brainstorm ideas and aspects we want reflected, and ask families for feedback about which information would be most beneficial for when considering enrolment at our Preschool	Families emailed in Term 1	Preschool Teacher	
	Draft possible formats for website in consultation with school Technology Teacher.	To be completed by the end of Term 2	Preschool Educators/ Technology Teacher	
	Upload updated information and	Term 3	Preschool	

	photos to new website design		Teacher/ Technology Teacher	
	Obtain administrative access to update the revised website on a regular basis	Term 4	Preschool Teacher	

Standard /Element	Rationale for goal or identified issue			Priority L/M/H
6.2.3	We would like to strengthen our local community links and commitment to Aboriginal culture and in turn developing respectful relationships and create meaningful opportunities with Aboriginal and Torres Strait Islander people.			L
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection
To develop a Reconciliation Action Plan in consultation with the local Aboriginal and school community	Network with other early childhood services who have developed a Reconciliation Action Plan	Term 3	Preschool Teacher	
	Register on the Narragunnawali platform to develop a Reconciliation Action Plan	Term 3	Preschool Teacher	
	Complete the Reflection Survey to assist with planning	Term 4	Preschool Educators/ Educational Leader	
	Write a vision for Reconciliation to communicate our commitment to the community	Term 4	Preschool Educators/ Educational Leader	
	Research and determine actions to include as part of Reconciliation Action Plan	Term 4	Preschool Teacher	
	Consult and liaise with the Aboriginal Education Committee, Aboriginal families and community	Term 1, 2019	Preschool Teacher	

	members, as well as the local AECG for feedback			
	Submit the Reconciliation Action Plan to the Principal for review and feedback	End of Term 1, 2019	Preschool Teacher	
	Submit the Reconciliation Action Plan to Reconciliation Australia for review	Term 2, 2019	Preschool Teacher/ Principal	



## Quality Area 7: Governance and Leadership

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

### Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 30/4/18

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

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

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

## Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

<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.

### **Element 7.1.1**

At Cardiff South Public School Preschool we;

- Have developed a service philosophy in consultation with stakeholders at the service. The service philosophy guides every facet of our program, practices and decision-making at the service, and is consistently evident in our everyday operation.
- Effectively make our philosophy accessible to families, staff and visitors at the service. Our philosophy is displayed on information boards in both the foyer and staffroom at the service, as well as included in the staff handbook used in the induction process for new educators and staff. A copy of the service philosophy is also given to families upon enrolment as part of their enrolment package.
- Actively engage children, families, educators and school staff in the review of our service philosophy. Educators review the service philosophy regularly to ensure it reflects the educators, families and children currently involved with the service. Families and staff, along with educators are surveyed about what our service looks, feels and sounds like, with responses used to guide the process of our philosophy review to ensure it is reflective of our current practice.
- Consistently engage with and collect information from all stakeholders about their perceptions of the service. Educators use a range of ways to communicate with stakeholders across the year to assess their perceptions of the service. This includes engaging stakeholders in surveys, feedback forms, emails, and formal and informal discussions.
- Strive to reflect upon our philosophy when determining priorities and goals as part of continual improvement for best practice. Educators engage with the service philosophy to identify and plan opportunities for any goals identified as part of continual improvement to align, and to foster and strengthen existing practices at our service.

## **Element 7.1.2**

At Cardiff South Public School Preschool we;

- Strive to ensure that records and information about children and families at the service remain current. Educators at the service email families on a regular basis in relation to updating records and personal information, including any change of address or telephone number to ensure these are current at all times.
- Ensure that children's privacy and rights are respected in the program by using initials to document their interests, achievements and explorations.
- Have a strong management structure which includes the Principal, Assistant Principal early stage 1, early childhood teacher and school learning support officer. Families are encouraged to be an active member of the school parent and community committee, which hold regular meetings each month. Minutes are kept of all meetings held between educators, as well as between educators and families.
- Have developed and continue to maintain a staff record folder for both Preschool and school staff. The staff record folder outlines qualifications held, and any approved training completed by each educator and staff member that may be involved in working with the children. Our staff record folder is easily accessible and kept on the service premises.
- Have detailed position descriptions available for both the teacher and school learning support officer as part of the DoE. These position descriptions outline responsibilities associated with the role of teacher and school learning support officer at our service. Educators reflect on these in relation to our daily routine to ensure all responsibilities are completed and each role contributes to the smooth operation of our service.
- Strive to maintain a high level of professionalism when engaging with children, families, staff, and other health professionals. Educators at the service are of good character, and display attributes such as respect, commitment, honesty, integrity and confidentiality in all aspects of their role and interactions with others.
- Have access to an internal system to communicate effectively with all school staff. Educators at the service refer to, and utilise Sentral on a daily basis for a range of purposes. Daily Sentral bulletins communicate general notices and events for the day, as well as informing educators of any staffing changes for duties or changes to the Responsible Person in charge. Educators communicate with school staff through group broadcasts as well as private messages, and involve children in an interactive tool to mark the roll and record their attendance each day.
- Have access to technology to effectively support educators in everyday operations. Educators can access an iPad, two computers connected to the Internet, as well as a multifunction printer for copying and scanning documents. Educators regularly engage with technology with children to engage in further research, as well as for effective communication with families and school staff through the use of email. We also have access to a specialised technology teacher in the school for support with any technical issues or advice for tools to support learning or administrative systems.
- Are allocated an administrative assistant for six hours each week for Preschool administrative responsibilities. Educators utilise this resource allocation to assist with administrative tasks and processes in relation to enrolling new children, generating invoices and processing fees.
- Effectively establish, and work within an allocated budget to support continual improvement. Both Preschool educators are involved in drafting a budget for the service each year. The previous year's budget is reviewed as part of this process, and resources identified

prioritised according to need. The Nominated Supervisor reviews the draft budget and allocates an annual budget based on educators recommendations and the amount of funding that is available.

- Have established school systems that are consistently followed for ensuring efficient administrative processes. Educators are required to submit a purchase order request for approval to purchase any required items throughout the year. Educators are actively supported to make purchases in accordance with the budget, with our Preschool teacher allocated a purchasing card through the DoE to support an efficient purchasing system.
- Have a comprehensive induction process that supports new staff and promotes opportunities to further improve our systems and practice. As part of our induction process we actively encourage feedback from educators and staff to clarify concepts, as well as share ideas that can be used to improve current systems in place and inform future practice.
- Are actively supported to engage in meetings on a regular basis for planning and reflection purposes. Both educators at the service are allocated time each week to engage in reflective practices to foster continual improvement. Agendas and minutes are effectively documented and kept for all meetings held at the service.
- Consistently follow Department of Education complaint management procedures and policy. Educators ensure that complaint and compliment forms developed by the Department of Education are available in the foyer for families to access at any time. An informal complaint book is also utilised at the service for informal complaints communicated by families. Educators ensure that all complaints are actively addressed, investigated fairly, effectively documented, and are resolved in a timely manner.
- Effectively notify families about how to make complaints and grievances, as well as how we manage these. On enrolment families are provided with information about how our service is managed and how to make a complaint as part of their enrolment package. The service also displays information about making complaints on both the front noticeboard and in the foyer.
- Actively engage in the process of critical reflection following any complaints received. Educators are committed to ensuring that any actions deemed necessary following complaints are reflected upon for continuous improvement at the service, leading to any necessary changes in procedures and practices.
- Actively encourage families to provide feedback as part of the review process of procedures at our service. Procedures currently under review are emailed to families with an invitation to provide any feedback or input. Procedures are reviewed more often than annually as circumstances or incidents arise that lead to any necessary changes. Educators ensure procedures are reviewed in conjunction with other stakeholders at the service to reflect current legislative requirements and best practice.
- Strive to establish an awareness of families who have specific interest or knowledge that can be targeted for reflective feedback in the review of policies and procedures. Educators at the service develop an awareness of families with specific interest or knowledge upon enrolment from enrolment forms and conversations. Any families with a specific area of expertise or interest are approached individually for feedback on relevant policies.
- Effectively support families to engage with policies and procedures specific to our service. Our service policies and procedures are available at the service for families to access anytime. Families are also provided with key policies and procedures upon enrolment as part of their enrolment package. Educators ensure that any changes to key procedures which will directly impact families are provided at least two weeks before implementation commences.

### **Element 7.1.3**

At Cardiff South Public School Preschool we;

- Have developed an extensive induction checklist for new educators and staff to engage with before commencing at the service. The induction checklist encompasses a wide range of information reflecting established procedures and practices that support the provision of a high quality service. The induction checklist is signed on completion, with the opportunity for educators and staff to provide comments about the process which is used to improve the induction process for the future.
- Engage all Preschool educators and school staff in a comprehensive induction process annually. All educators and school staff are part of an induction session on the first staff development day each year. The induction supports the provision of information relating to the Early Years Learning Framework, the National Quality Framework, the ECA Code of Ethics and service philosophy. All aspects of the induction checklist are covered, including staff responsibilities, medical alerts, and the location of items such as Epipen's, Asthma kits, the emergency backpack and first aid kit. Information relating to relevant items is provided as a handout, and questions encouraged at the time as well as on an ongoing basis.
- Extensively support educators and staff to become familiar with our service through a detailed staff handbook. Educators ensure the staff handbook remains current, and is accessible for all educators and staff at any time. Our staff handbook includes information on medical alerts, the service supervision plan and emergency management plan, as well as evacuation procedures/diagrams, and safety and hygiene policies and procedures.
- Have an established process to ensure an adequate induction of educators and staff that commence during the year. All new staff are actively engaged in an induction process by the Preschool teacher, or in their absence the Nominated Supervisor, before commencing their first shift at Preschool. Staff engage with the staff handbook as part of this process, with a detailed tour also provided to highlight the location of important items and areas at the service.
- Effectively communicate any risk assessments prepared at the service as part of the induction process to maintain a safe and secure environment for children. The service supervision plan is communicated to all Preschool and school staff upon induction, who sign to indicate their awareness of any identified supervision risks and associated strategies. Any individual health care plans are also communicated effectively to all staff on orientation, with associated risk minimisation plans communicated in more detail to staff regularly involved at 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.

### **Element 7.2.1**

At Cardiff South Public School Preschool we;

- Ensure that our self-assessment and quality improvement process is ongoing and meaningful. Educators at the service are inspired by the process of continual improvement and we always strive to do our best for the children and families who attend our Preschool.
- Have ongoing support to maintain an effective process of quality improvement. This is provided by way of discussions, suggestions, written and verbal input, and liaison between staff members and families. As part of the DoE we also have access to a P-2 Initiatives Officer and Early Childhood Directorate who provide access to training and opportunities to attend regional Network meetings with other Preschools each term.
- Consistently engage with a range of opportunities to gather information from all stakeholders to inform and guide continual improvement at the service. Educators involve stakeholders in surveys, feedback forms, emails, and formal and informal discussions to assess their perceptions of the service and reflect upon our practice.
- Engage in a comprehensive self-assessment and quality improvement process each year. This process begins on enrolment by actively surveying families about ways they would like to have input and be involved at our service. Any skills and strengths of families identified upon enrolment that could be used to support and contribute to our self-assessment and quality improvement process is utilised whenever possible.
- Effectively capture a range of stakeholders in a Preschool committee to contribute to our self-assessment process. Our committee is represented by Preschool educators, the Nominated Supervisor and Educational Leader, a school staff representative, at least one family from each group of children who have indicated their interest, and where possible an Aboriginal representative. Educators email our existing Quality Improvement Plan to all members of the committee before meeting to engage in the process of self-reflection and establish any goals.
- Work in consultation with the Educational Leader to prioritise and reflect goals for quality improvement that can also be reflected in the school plan. A timeline is established for each goal able to be included, with milestones for each Term developed to outline any progress or steps required in a progressive approach to their achievement.
- Ensure that any resources required to achieve identified goals are reflected in the service's budget. Educators at the service are

involved in drafting a budget each year, and reflect on and review the previous year's budget as part of this process. Resources are prioritised according to their need, with regulatory requirements and resources that reflect identified goals in the Quality Improvement process prioritised.

- Support families to engage with our Quality Improvement Plan and develop an understanding of identified service goals. Families who have specific skills or knowledge, or those who have indicated they would be part of the review process are provided with relevant Quality areas for further feedback as part of the self-assessment process. Following the review process, an updated copy of our Quality Improvement Plan is displayed in the service foyer for families to access at any time throughout the year. Current goals identified in the Quality Improvement Plan are also discussed as part of our parent information afternoon each year.

### **Element 7.2.2**

At Cardiff South Public School Preschool we;

- Have a suitably qualified and experienced coordinator that leads our Preschool. Information about the Educational Leader is displayed for families in the service foyer, as well as forming part of our staff records folder. The Educational Leader is our school Principal who actively supports and guides educators through regular reflection meetings, visits and discussions. Professional input is provided to guide our practice in relation to all aspects of the program, children's learning outcomes, and reflective evaluation. Our Nominated Supervisor/ Educational Leader also attends Preschool specific principal network meetings and conferences, and has presented aspects and procedures relating to our service as part of these.
- Have regular opportunities to engage in reflection of the curriculum with other educators. The Educational Leader provides the opportunity for educators to have a reflection meeting each week to discuss research and new ideas, as well as to contribute to the development of the curriculum. An agenda and minutes are documented for each meeting, and the Educational Leader attends wherever possible. Minutes are distributed to all educators not in attendance for further feedback and reflection opportunities.
- Are extensively supported by our Educational Leader to further improve the quality of our teaching practices and program. Our Educational Leader assists to establish clear goals in the review of our service's Quality Improvement Plan, and where possible incorporates these as part of the school plan. In consultation with educators, milestones are formulated for each Term to ensure we are consistently making progress towards the achievement of these goals.
- Have ongoing support from a regional Preschool to Year 2 (P-2) Initiatives Officer as part of the DoE. Educators at the service can access our P-2 Initiatives Officer for support to discuss operational and educational issues and aspects of decision-making. Our P-2 Initiatives Officer arranges Network Meetings with other DoE Preschools in the region each Term. Each network meeting has a specified focus and agenda with relevant professional readings. Professional Development opportunities, as well as staff development days designed specifically for Preschool educators are organised by our P-2 Initiatives Officer each year. Further support takes place through regular visits, as well as through emails detailing information and professional development opportunities for educators to engage with and reflect upon.



### **Element 7.2.3**

At Cardiff South Public School Preschool we;

- Regularly acknowledge the efforts and contributions of each other as educators. Professional input from our Educational Leader and P-2 Initiatives Officer is provided on a regular basis. Feedback is used to guide our practice in terms of children's learning outcomes, school/ Preschool liaison and involvement, as well as reflective evaluation and positive feedback on performance. Performance indicators are uniform across the school and feedback is supportive and constructive.
- Are committed to engaging in ongoing professional development opportunities, and recognise the value of these opportunities in expanding our knowledge and skills. A record of professional development that educators have attended is displayed in the office at the service. Educators share their professional development learning with each other, using this to reflect on current practice and improve aspects of service delivery.
- Engage with current research and issues, as well as regular networking opportunities to further enhance our professional learning. Our educators regularly attend the Hunter Early Childhood Educators breakfast meeting each term. Subscriptions to early childhood journals and publications such as 'Every Child' and 'The Australasian Journal of Early Childhood' are maintained at the service. A subscription to the ECA learning hub for ongoing access to professional learning is also supported in our service budget.
- Are part of an established DoE process to support ongoing performance improvement for teachers. Educators actively participate in the development of a Professional Development Plan (PDP) with the Nominated Supervisor and Educational Leader. This self-assessment process incorporates a strengths based approach to identify and set professional goals. Goals are linked to the Australian Standards for Teaching, and aim to maximise learning outcomes for children and families. Educator PDP goals are closely linked to the service's Quality Improvement Plan, ensuring a more comprehensive approach to goals for personal and professional growth and development.
- Are actively supported to achieve PDP goals through regular review and the allocation of relevant resources. This is supported through tailored teacher professional learning sessions, as well as having access to relevant professional learning opportunities identified in the PDP. Opportunities for review are provided mid-way through the year, and a final review at the end of the year in consultation with the Nominated Supervisor and Educational Leader, then used to inform further goal setting.
- Have regular opportunities for reflective feedback on performance and achievement towards identified PDP goals. As part of the PDP process, our Preschool teacher is involved in two observation visits each year from a colleague of their choice. Agreed goals for observation are determined before the visit to provide reflective feedback. An opportunity to observe other colleagues is also available to further inform their own practice and skills.

## Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue			Priority L/M/H
7.1.1	Our service philosophy is reviewed in consultation with all stakeholders. However we feel our current philosophy needs to be broken down to reflect key statements and ideas, and made more visually appealing for stakeholders to engage with.			L
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection
To review the service philosophy and make it more engaging by identifying key areas and statements and displaying in a prominent manner	Engage all stakeholders in the philosophy review process by having them identify how our service looks, sounds and feels	By the end of Term 3	Preschool Teacher	
	Identify key aspects of philosophy relating to children, families, staff, educators, professional and ongoing learning	To take place at the start of Term 4	Preschool Educators/ Educational Leader	
	Educators to consult with P-2 Initiatives Officer as well as research other services philosophies to gain ideas for formats and ways to display	During Term 4	Preschool Teacher	
	Identify key statements from our current philosophy and include any new feedback that reflects our current practice to add to each area	During Term 4	Preschool Educators/ Educational Leader	
	Display philosophy in a central area at the Preschool in a visually appealing manner	By the end of Term 4	Preschool Educators	