

Quality Improvement Plan 2021

Service number	SE-00008862	Approved provider	NSW Department of Education
Educato	Julie Vertsonis, Anne Fulham, Karen Wheeler, Michelle Atzemis, Anne Davis	Service approval number	PR-00005345
Service contact	Anne Davis (Principal) 9153 8757	Approved provider contact	Early Learning: 9266 8165



Statement of Philosophy

Our Preschool Philosophy

We acknowledge the Dharug People who were here before us and we respect the land our preschool is on. We honour them in our daily Yarning Circle.



The National Quality Framework and the Early Years Learning Framework are embedded in our program. We actively promote each child's sense of belonging, being and becoming.



The Code of Ethics is fundamental to our commitment to early childhood and our relationships with children, colleagues, families and community.



Preschool educators are continuously reflecting on our practice and how best to improve what we offer and the individual learning of each child. Our Quality Improvement Plan is continually being updated by the educators as we reflect on practices, set goals and make changes to improve what we do.



Parents are a child's first teachers and children learn best when parents are involved in the preschool program. Connections and partnerships with families underpin what we do and we nurture relationships to ensure the best possible outcome for each child.

We provide an environment that is safe and welcoming for all children and their families.



A quality individualised play based program is delivered by experienced and dedicated early childhood educators.



Children initiate, build and sustain positive relationships with educators and one another to enhance and support their learning.



Children are valued as unique individuals, who are capable, competent, resourceful, resilient and valued members of our learning community. We feel they benefit from long periods of sustained, uninterrupted learning.

The educators model, scaffold and extend the children's learning by:



Exploring mathematical and scientific ideas through thinking, questioning and play.



Building on literacy understandings and extending their language, vocabulary and communication.



Our flexible, responsive teaching and learning environment is based on children's interests and skills, to support children to be engaged and build skills, knowledge and insights.

They learn to solve problems individually through exploration and repetitive experiences and as part of a group, building the skills of communication, cooperation and collaboration.

The educators always hold high expectations for children and provide activities that are both engaging and challenging. Experiences are open ended, encouraging the children to make choices and be creative. Children are given opportunities to experiment, discover, explore, question, hypothesise, think independently and contribute their knowledge and ideas.



We celebrate the diverse cultural backgrounds of our families and community by encouraging them to share aspects of their culture and language. We include these in our program to broaden children's learning and experiences.



Sustainable principles and practices are embedded into the preschool program to develop understandings and responsibilities for respecting, appreciating and maintaining our environment and the living creatures on it.



Children develop skills, knowledge and values about healthy and sustainable lifestyles. We provide positive learning experiences and practices in healthy eating, sun safety and physical exercise.



As part of Riverwood Public School, preschool children regularly have opportunities to become confident in the whole school learning environment. They build authentic connections and relationships with the teachers and students, while being involved in ongoing transition experiences throughout the year.

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:

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

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

Step 2: Identify and record your strengths.

What are the practices that demonstrate quality in your preschool?

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

Standard 1.1

1.1.1 At Riverwood Public School Preschool (RPSP) our educational program uses a play-based approach which is influenced by the principles, practices and outcomes of the Early Years Learning Framework (EYLF) and the National Quality Framework (NQF). Programming decisions are guided by the five outcomes in conjunction with the developmental needs, strengths and interests of the children. The service philosophy represents the underlying values of our program and practice. Our philosophy drives our program and decision making in regard to children's learning and development. Our educators are committed lifelong learners and actively engage in professional learning to maintain current knowledge and to ensure innovative and evidence based practices are included in our program.

1.1.1 Curriculum decision making is guided by our connection to and knowledge of, the diversity of our children and the school, including the wider community and their specific needs. We use the understanding we have of our children's families, culture, languages, religions and aspirations, as well as our children's interests and strengths, to provide an educational program which reflects their identities. We collaborate with families to set and review learning goals, which inform our programming decisions (documented in each child's profile). We do this because we seek to build connections at all levels of the preschool community and enhance the sense of belonging for our children. For example Seesaw is a tool we use to communicate the program with families. We do this to seek feedback from families to inform our future plans and programming for the children. We prioritise strong partnerships within and beyond our service. These relationships ensure a high

level of connectedness, with everyone having a strong sense of belonging. The voices of our community, families and children heavily influence and guide the program and decisions we make.

1.1.1 Our educational program is planned purposefully to promote learning and skills that reflect our children, community and their specific needs. This is achieved by ensuring we have a learning and planning cycle of observing, analysing, planning, implementing and reflecting. We gather information daily from conversations, observations about children's current knowledge, interests, strengths, behaviours and abilities. We prioritise the 'child's voice' to guide program development for individual children and the whole group. We draw on all of this information to make informed programming decisions, in conjunction with our knowledge of the EYLF.

1.1.2 To enhance our children's sense of *"Belonging, Being and Becoming"*, we value and build upon the richness of what the children come to preschool with: their own experiences from family and culture. We have children from many different cultural backgrounds and draw on the different cultures in our program for example, songs and stories. A specific example is a mother shared an Indonesian song with us and her daughter taught the group the song, which was later performed at our end of year concert. In addition, this year a parent has offered to come in provide some experiences with music and cultural songs.

1.1.2 Following ongoing reflection, we program for sustained periods of uninterrupted play to enable educators to be engaged with the children: listening and talking to them and being both flexible and responsive to their interests. Educators then make plans to extend on children's ideas, interests, strengths and abilities. Educators record what they observe children doing for example conversations, child's thoughts, interactions, learning and interests. On the template educators then reflect upon and analyse what has been observed and this information is then responded to through ongoing planned programming decisions and experiences.

1.1.3 Educators engage and involve our children help to develop preschool routines. A progressive morning tea has been implemented, giving the children a choice of when to eat depending on their hunger and play. This is supportive of our belief that children benefit from long uninterrupted periods of play and the importance of children making decisions and developing their independence. Lunch time is still eaten as a group, fostering social interactions and a variety of lunch time conversations around healthy eating, what is happening around us, how many children have bananas, recycling etc.

1.1.3 Our educators intentionally plan for routines to assist children in becoming independent and develop specific skills. In the afternoon we come together as a whole group and educators use this opportunity to intentionally teach caring for our physical environment, together we wash the tables and chairs ready for the next day.

1.1.3 Opportunities for learning are promoted through preschool routines, such as our Yarning Circle. Each morning we gather in our Yarning Circle to acknowledge the Dharug people and to care for our environment. Children take turns in using the tapping sticks as an invitation to join the group. Children join educators in reciting the Acknowledgement of Country and then are given an opportunity to share stories or

experiences they have had. Educators briefly discuss happenings of the day and any special events such as birthdays, special visitors, which assist in supporting the transition of children from home to their preschool day.

1.1.3 Educators encourage our children to participate in all aspects of the day. This includes transition times where we plan and provide stimulating challenges to maximise children’s engagement. For example, while children are waiting for a turn to wash their hands for lunch educators use strategies such as moving to tempo, exploring concepts of height/size, using colour/shape paths and so on. The routines in our program are organised in ways that maximise opportunities for each child’s learning and are fun – we limit set routines and focus on unhurried long blocks of play-based learning. We nurture independence and self-esteem by empowering the children to lead and contribute in all aspects of the preschool day.

<ul style="list-style-type: none"> • Standard 1.2 	<ul style="list-style-type: none"> • Educators facilitate and extend each child’s learning and development. 	
<ul style="list-style-type: none"> • Intentional teaching 	<ul style="list-style-type: none"> • Element 1.2.1 	<ul style="list-style-type: none"> • Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
<ul style="list-style-type: none"> • Responsive teaching and scaffolding 	<ul style="list-style-type: none"> • Element 1.2.2 	<ul style="list-style-type: none"> • Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.
<ul style="list-style-type: none"> • Child directed learning 	<ul style="list-style-type: none"> • Element 1.2.3 	<ul style="list-style-type: none"> • Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world.

Standard 1.2

1.2.1 Intentional teaching is deliberate, purposeful and thoughtful. As educators we are intentional because we want the very best for each child’s learning and development and for every opportunity for learning to be maximised. Educators are deliberate in their interactions with children and are responsive to the dynamic ideas and interests of the children. Educators recognise that learning is socially constructed and communication is essential for learning. Educators use a range of strategies such as modelling, demonstrating, open ended questioning, speculating, explaining and rich conversations to extend and challenge children’s thinking and learning. This is evident in our daily practice and can be found throughout our documentation.

1.2.1 Educators are purposeful and provide explicit instructional support when reading story books, rhymes and poetry. This includes phonological concepts, such as rhyme, features of a book, letter identification and corresponding sounds. We utilise some phonemic awareness strategies in response to the needs of children and we adjust our practice to reflect the time of year and when working with individuals. For example the 2021 Kindergarten cohort Best Start data indicates students have arrived with higher levels of phonemic awareness when compared to previous year's results.

1.2.1 Educators intentionally approach learning as a continuous and fluid concept and our educational program reflects this. We have sustained lengths of time for play, giving the children opportunities to work independently and collaboratively. The children are involved in interest based experiences such as exploration of creative arts, musical rhythms or beats, lines and shapes in visual arts, while also allowing them to discover, hypothesise and engage in scientific discoveries, particularly around sustainability and the environment. Educators are mindful of the need for some children to have the opportunity for quieter or more passive learning time. In response to this, educators have a planned time after lunch, which is more relaxed in its approach, to support the learning needs of the children and extend on their emerging ideas and interests. We reflect on this time continually and make adjustments when needed. For example when children are visibly tired after lunch we may offer them a bed or pillows. If they don't choose to use the bed or pillows, the planned time after lunch provides a way that they can change pace.

1.2.1 Educators are intentionally flexible and use the 'free flow approach' whereby both the indoor and outdoor learning environments are accessible to the children, to provide them opportunities to make decisions about where they play. Educators believe children can make decisions and take ownership of their learning, building a sense of agency. Educators incorporate children's interests into the planned experiences and resources provided indoors and outdoors. Educators are aware of the positive effect that the 'free flow approach' has in changing the spaces to be more active and passive, loud and quiet. This responds to the different dispositions of our children.

1.2.1 Educators use open ended questioning to stimulate rich conversations, engaging and challenging children deliberately. Educators are mindful of changing staff across the day and support staff in continuing the program through the placement of prompting questions around the environment to help them build on the children's thinking and help them to become involved in play. Duty staff have commented on the helpfulness of these resources. An example was the educational leader was engaging with some children with different colour playdough. They were discussing the colours and the children were prompted (educator used the displayed prompts) to think about what might happen if they mixed the colours. Children were not sure but decided to test this out and take a small amount of both colours, combine them together to make a new colour. This led to ongoing learning about colours and some experimentation with paint colours to then create some artworks.

1.2.2 Educators encourage children to explore their interests and extend their thinking. Our preschool garden scarecrow was very tatty and the children kept asking what it was. Together we decided to revamp it and as part of the experience, children offered a range of suggestions and

then voted upon their favourite. A pirate was the popular choice, this then led to an investigation into pirates to determine what the scarecrow would look like and be made of. We collaborated with community members who actively joined us in creating the pirate.

1.2.2 Educators respond to children's ideas as the basis for further learning. During our yarning circle time, a child shared they had seen a rainbow on the way to preschool that morning. Other children joined in to share when they had seen a rainbow. Together we decided to investigate rainbows, make rainbows in craft and science space, to sing about rainbows. This topic still continues and is an ongoing area of interest, with educators working to extend ongoing opportunities for learning.

1.2.2 We deeply engage with children and can recognise when opportunities for spontaneous teaching and learning arise to support and extend learning. After sharing a science book with a child, they were very interested in the page on 'air' – we then looked at some of the experiments to further the children's understanding. Together we then decided to make some crumpled paper balls and use air to move the balls. We made a start and finish line and lots of other enthusiastic children came and joined in the learning to see whose ball moved the quickest. Peer scaffolding was encouraged by grouping students to test out their thinking about air and movement. This was documented and follow up 'air' experiences were planned to extend exploration and discovery, such as paper plane making and bubbles.

1.2.3 Each child's agency is promoted by having many opportunities for children to make decisions throughout the day. We have high expectations for children to make decisions and act autonomously and this occurs frequently across the day. For example when children arrive they find their name and choose a locker for the week to place their bag in. They choose whether they need their food and water refrigerated, then wash hands before play. Indoor and outdoor learning environments are set up in such a way to promote student choice and allows children to initiate and contribute to play experiences that emerge from their own ideas or further develop educator initiated ideas. Children have been encouraged to use the iPads to take their own photos of their learning across the day, which are shared via Seesaw and in the preschool. Our children also are also critical in sustaining our partnerships between preschool and our families because they are empowered to select their own learning samples for their portfolios, which they are excited to share with their parents/carers at pick up time and at stay and play sessions.

1.2.3 We support students to make decisions about their own learning. As part of our gardening program, interested children are able to select which seasonal vegetables and fruit they would like to grow, including 'bush tucker' species. Interested children are then involved in caring for their plants – watering, fertilising and weeding. In collaboration with the school's environmental educator, fruit and vegetables are then harvested and children decide how to use the produce to prepare some healthy snacks. In the past they have made flat breads, dips and prepared the produce to eat naturally – such as carrot sticks, guava and strawberry halves.

1.2.3 We encourage students to make decisions about their own learning. Over the last year children have taken a real interest in outdoor group games. During play, children initiated games such as 'What's the time Mr Wolf?' and they experimented with different variations of the

game, for example they would change character names to reflect their animal of choice. Children ask for these games at any point across the day and educators respond by following their lead and facilitate these games. Through participation in these games, one child who was previously quite hesitant and reserved and was able to develop confidence and became more vocal when interacting with children and educators.

1.2.3 We promote each child’s agency by allowing the children determine the length of time they work on a project. For example if a child has constructed a creation with blocks and wants to continue with it later on in the following session or day, together with the educators they co-create a sign to place on the project to ensure it is left as is for the next session/day. Educators noticed how engaged George was in completing puzzles. Through conversation with his mother, it was discovered he enjoys completing more challenging puzzles. In response to this, educators provided a 100 piece puzzle and a dedicated space for George to keep it and complete it over a number of days.

Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.		
Standard 1.3		
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.

Standard 1.3

1.3.1 The assessment and planning cycle is an ongoing and iterative process used by educators, in partnership with our educational leader, families and other professionals to develop high quality programs which are engaging and inclusive. We are committed to excellence in early childhood education and embed continuous improvement processes in our professional practice.

1.3.1 Following on from a visit from our P-2 Initiatives Officer and an adviser from Early Learning, educators reflected on the feedback given and have made changes to the format of our planning. Our educators have amended the planning cycle to align with the headings: observing/collecting information, analysing learning, planning and reflection/evaluation. This new format has ensured educators are confident

that all areas of a planning cycle are covered and included. We are confident this approach better reflects the learning cycle for ourselves, our children and for our families.

1.3.1 Our program is driven by ongoing cycles of observation, analysis of learning, documentation, planning, implementation and reflection. Our philosophy articulates the firm beliefs we have about child-directed and play based learning. Educators practice intentional teaching which is both responsive to each child's needs and child directed. Children are observed on a rotational basis, with focus children selected each week. An individual profile is developed for each child and a planning cycle for each child is maintained and documented. Educators keep these centrally located in the administration office. A tracking sheet ensures that all children have been observed as part of a planning cycle. A child's learning cycle is considered complete after educators have undertaken a critical reflection for each child and further plans have been implemented to support and/or extend the child.

1.3.1 In our preschool program, educators plan strategies and experiences for both individual children and groups of children to support achievement of their goals. Goals are collaboratively devised with educators, families and children across the year. Progress towards goals is discussed and goals are then updated.

1.3.1 Ongoing assessment of learning and development informs the educational program to ensure it is responsive to each child's holistic needs and abilities. We critically reflect on the learning that is happening daily, as things unfold and at the end of the day, and educators are responsive to our children, introducing new resources to extend learning or spending time with a child. Throughout the day educators gather information from our interactions, observations and questions in a variety of ways. We document information on individuals as well as groups. Our documentation includes written observations, learning stories, photographs, children's verbal responses and reactions. Documentation of children's experiences and responses is highly visible and is shared with families via Seesaw and the displays we have in the preschool, engaging both parents/carers the children in the program. Learning experiences are also shared with the wider Riverwood Public School via our newsletter, Facebook page, preschool displays, stay and play sessions, interviews, learning stories, informal discussions and 2 formal reporting processes (mid and end of year). We analyse posts from parents/carers (including feedback from children) shared back to us via Seesaw and make notes from conversations with parents/carers and children to authentically capture their voice in our planning cycle. We continually reflect on this information to be responsive when planning for further learning.

1.3.2 We believe in the importance of critically reflective practice at all stages of the assessment and planning cycle because of its impact in supporting responsive practice in our preschool. To ensure consistency and a shared approach to critical reflection across both groups and educators, there is a clear plan in place to monitor all children's participation in the program. This allows educators to monitor children's progress towards reaching their learning goals and outcomes and plan for support and additional opportunities to scaffold and support children to meet their goals. All educators actively participate in collecting observations, noting children's interests, skills, development and valuable information derived from discussions with families. Educators use conversations with each other as a stimulus to reflect on our programming,

routines, educational program, intentional teaching strategies, provisions and children's learning dispositions. Across the day we ask questions and analyse what we observe and discuss what learning is taking place: *Where do we go from here? What skills and information do the children need to learn next?* This continual process of reflection maximises children's participation in the learning experiences as it is child focussed and driven. Reflections are done at the beginning and end of the day and documented on the weekly reflection and evaluation template, which all educators make contributions to. Adjustments are then made to the program.

1.3.2 Preschool team meetings are held every 2-3 weeks to discuss educator and child/parent identified issues and time is prioritised to reflect on the progress of our children, programs, routines, learning environments and instructional approaches. Educators also attend the school's Learning Support Team meetings when preschool students are referred and discussed. This information is then fed back to the preschool team to drive future learning, support and strategies for identified students. Our program is stored on the Google drive to enable ready access and contributions by all educators. Educators provide a handover when there is a change in staff, for example Julie provides a handover email to Anne on Wednesday afternoons and Anne provides a handover to Julie on Friday afternoons, Karen provides a handover on Thursday to Michelle. Informal verbal handovers occur across the day between preschool educators and duty and RFF staff when they arrive and leave. This ensures all educators have a clear and current understanding of preschool happenings. Reflections are kept in the program folder in the administration office to allow timely jottings by all educators. Staff who visit across the day can make contributions to the weekly reflections and student planning cycles and learning stories.

1.3.2 Recently educators canvassed possibilities for group time to allow for greater flexibility and longer periods of uninterrupted play. Julie consulted with a local early childhood colleague to gain additional perspectives on offering group time. As a result our indoor and outdoor play is for a longer period and music and language is now incorporated during play session throughout the day. This adjustment allows more choice for the children in all aspects of the day.

1.3.3 We seek to connect with families from the outset of their first contact with us. This usually starts at the school office, where administration staff explain all the essential enrolment and service/school information and take the family on a brief tour of the preschool. Transition visits prior to the start of the school year are held. At these sessions, essential information is communicated to families verbally and through the preschool information booklet. Educators speak with families and learn about their family, cultural backgrounds, their child's strengths, abilities, interests and developmental factors. We ask our families how they would like to be communicated with. Throughout the year when students enrol, time is also prioritised to get to know each family and child.

1.3.3 Through critical reflection about parent and carer engagement with the program it was evident parents and carers were not deeply engaging with the displayed program. A decision was made to make a more visible display documenting the outcomes, experiences and strategies used. This new and more colourful display is also shared via Seesaw.

1.3.3 Educators actively inform families about the preschool program and their child's progress daily and across the year. All educators ensure parents/caregivers have many opportunities to communicate with educators and receive information. Educators engage positively and warmly with families, having positive unconditional regard at all times. Pick up and drop off times are important to connect with families and develop relationships to support the learning and engagement of our children. We believe two-way communication underpins positive partnerships with our families and this occurs face to face in a number of ways across the year, phone and via Seesaw.

1.3.3 We believe sharing information with our families about the preschool program, their child's learning and development is essential in building a shared approach to supporting our children's growth. Our program is displayed in the foyer (containing photos, written information and coding of whether the learning was inside {I} or outside {O}) as well as a "What happened today!" white board in the foyer that communicates the day's learning, both planned and spontaneous. We photograph the whiteboard and share the photo via Seesaw, sharing some of the day's events with family members unable to come to the preschool. We value the two-way communication that Seesaw enables. We also communicate information or photos via Seesaw, where parents can view and comment on a shared item. The families also receive the school newsletter once a fortnight which contains photos and items about preschool and the school.

1.3.3 Learning stories and portfolio folders provide families with a lens into their child's learning at preschool across the assessment and learning cycle. Children's progress is documented against the EYLF outcomes and it is evident that our educators deeply reflect on the learning that takes place and make meaning of their dialogue and engagement with the child. Families can see what further experiences are planned to build and extend upon their child's learning. Educators seek to involve parents/carers in this sharing by asking them to provide their understanding of the story. We believe this is a very powerful way for parents/carers to understand how we approach and plan for their child's learning through the assessment and learning cycle, as well as the progress made towards their child's goals, learning and development. Portfolios are frequently updated by educators and children select what they would like to include to share with their families. Educators also place learning stories, creative works and photos. The children have ownership over their own folder. These are kept in the preschool foyer and are a keepsake for the children. We often get feedback from children in the primary school who have been looking through their preschool folder.

1.3.3 During the Covid shutdown we were mindful to ensure continuity of learning and communication for our children and families. We were able to continue remote learning through daily posts on Seesaw and we supported learning during this time by providing and home delivering open ended and creative learning bundles. Families provided feedback and learning updates from home and we could engage in ongoing communication with our children and families. We also kept in touch via planned phone calls to check in on our families and to monitor their wellbeing during this difficult time. Educators documented learning and child and parent/carer feedback and undertook further planning. Should remote learning ever happen again, systems and processes are in place and educators are ready to deliver learning from home promptly.

1.3.3 We ensure our school support network embraces and partners with our preschool families. The school self-funds speech and occupational therapy and children directly benefit from assessment and therapeutic intervention. We prioritise time to meet with families to explain assessment reports using the expertise of our health professionals, and to plan for ways we can work together to support a child's needs. Our school counsellor regularly meets with educators, children and families, working in partnership with families to understand and support the cognitive, social, emotional physical and spiritual wellbeing needs of the child.

Step 3: Improvement Plan

Standard /Element			
1.1.1	Through reflective practice the preschool staff has identified a need to refine and develop processes for planning and documenting children's learning. Educators would like to refine documentation of the learning and planning cycle. Educators want a shared approach bringing visibility to the cycle.		
Goal or outcome. What does this look like for children, families or community?	Steps or strategies How will we achieve our goal or outcome?	Who and when? Who will lead transformational change and when do we expect to achieve this?	Progress notes What strategies and evidence have been used to milestone progress and when did these occur?
To develop a streamlined and shared approach to programming that makes the cycle of planning clearly visible by Term 2 Week 10.	<p>Brainstorm as a team. Research and gather ideas of templates to use.</p> <p>P-2 Initiatives Officer to come out and discuss planning and provide some examples of templates.</p> <p>Decide as a team a planning template to trial. Make available digital copies to all preschool staff.</p>	<p>Julie and Anne F Week 6 T1</p> <p>Sarah H, Julie, Anne F Week 7 T1</p> <p>Julie and Anne F Week 7 T1</p>	<p>End 2020 A and J had time to reflect on the current planning template and have adjusted it to better reflect and ensure that all areas of planning are more visible to all stakeholders. (Evidence folder)</p> <p>Week 4 T1 – after reflecting templates were adjusted to better demonstrate the cycle of planning.</p>

	Revisit the planning and learning cycle process with P-2 Initiatives Officer.	Sarah H, Julie, Anne F Week 5 T2	
Standard /Element			
1.3.2	Through reflective practice the preschool staff has identified a need to have a more planned approach to critical reflection to ensure this practice is embedded. Educators understand the importance of critically reflective practices in guiding practices and learning outcomes for children. Educators would like to ensure a planned approach to critical reflection to guide program planning, implementation and continuous improvement.		
To develop a planned approach to critical reflection across the preschool which drives enhanced practices, learning outcomes, program planning and continuous improvement.	<p>Develop a shared understanding around the role of critical practice in driving improved practice and children's learning outcomes.</p> <p>Explore research on effective critical reflection and how other preschools have embedded this practice in their service.</p> <p>Decide as a team on a proforma and processes around critical reflection.</p> <p>Evaluate impact of critical reflection</p>	<p>Participate in PL in critical reflection in the Preschool & EL Teams Drive</p> <p>All educators T2-3</p> <p>All educators T2-3</p> <p>All educators T4</p> <p>All educators T4</p>	Anne D Term 1 Week 8

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:

Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Confirmed
R.90 – 91R.162	Have you ensured that a copy of the preschool's medical conditions policy/procedures document has been provided to a parent of a child enrolled who has a specific health care need, allergy or medical condition?	
R.92-96 R.161	Have you ensured that all educators, families and, where applicable, children are aware of the procedure for administering medication and always follow it?	
R.81	Have you ensured that you meet each child's need for sleep and/or rest?	
R.88	Have you ensured that all educators and families follow the service's policies and procedures around preventing and dealing with the outbreak of infectious diseases?	
R.85-87	Have you ensured that all educators follow service procedures in the event of an accident, injury or illness?	
R.89	Do you have sufficient first aid kits? Have you checked that they are fully stocked and removed all out-of-date items?	
R.78-79	Do you ensure that food and drinks served to children are consistent with your nutrition policy and that children can access water at any time?	
R.77	Is food stored, handled and served safely?	
S165	Have you ensured that educators are supervising children effectively?	
R.82-83 R.97 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?	
R.99	Have you ensured that all educators follow service procedures about the delivery and collection of children from the service?	

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

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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

Standard 2.1

2.1.1 At RPSPS we support all aspects of our children's wellbeing by ensuring all health and comfort needs are prioritised and met. During our orientation process we gather information from families about children's rest and relaxation needs and home practices. Educators then make informed decisions with the family input, to plan appropriate spaces both indoors and outdoors to accommodate for individual's needs. Our children are able to make decisions to withdraw from activities and take some time out to rest and relax using these comfortable and quiet areas. If we notice a child is tired or unwell we offer and encourage these spaces to allow for children to rest. Our afternoon routines include planned times where children can engage in calming experiences. This includes yoga, meditation and quiet activities.

2.1.1 As part of our orientation process we invite families to meet the preschool staff and introduce them to the preschool environment. We talk to our families about attendance, appropriate clothing and about providing spare clothes for the times accidents and spills occur. Children's bags are available at all times and children can access their clothes independently as required. We have a school uniform which includes a polo t shirt and brimmed hat if families choose to purchase these. Enclosed shoes are promoted to ensure the children stay safe in our playground and learning environment.

2.1.1 Our bathrooms are open, and children always have access to these. Educators are aware of the varying needs of the children and encourage shy or modest children to go to the bathroom when it is unoccupied. If a child needs to dress or undress, we value their right to privacy and respect children's dignity by, closing the door to outdoor environment and providing a more private space for the child. The educator remains close by to supervise and monitor and assists when required or requested by the child. We have a dedicated area of our

bathroom to accommodate for children who are in nappies. Where possible, familiar educators change a child's nappy and follow nappy changing procedures ensuring this is a comfortable experience for the child.

2.1.1 During the Covid period, we were mindful our role in monitoring the wellbeing and safety of our children did not lapse. Our educators consulted with families via phone and Seesaw about any concerns they had with their child participating in the preschool program. Issues were addressed in alignment with Department of Health guidelines. We published a fact sheet to all families about the modifications we had made to localised procedures which resulted in our families returning to preschool and feeling reassured about cleaning routines and hygiene. We also put additional measures in place to monitor the wellbeing of children and families during such a challenging time. This included a Google drive spreadsheet to plan for and track how children were doing away from preschool, including annotations of what children and parents had shared via face to face, Seesaw, phone calls and online sessions.

2.1.2 At RPSPS, Cancer Council Australia guidelines inform our sun safe practice. To protect our children from the sun we use intentional teaching, sharing knowledge with the children about how to stay sun safe, using books and videos. Educators model good sun safe behaviour by always wearing hats and clothes with sleeves, applying and reapplying sunscreen and drinking water to keep us hydrated. All children wear brimmed hats (we have them available for purchase from the school office) we have sunscreen available which our families or children can use when needed. When programming we consider the time of year and day and where experiences are set up to ensure the children remain sun safe.

2.1.2 Our educators ensure that the wellbeing of children with medical conditions is always provided for and that all children are supported to feel safe and successful at preschool. During our enrolment process we gather vital medical information from families and the needs of children. This information is then used to design detailed risk minimisation and communication plans. These plans are continuously updated to reflect any changes in conditions and treatments to ensure the most current information is available and communicated with all staff members. Each child with a medical condition has a folder in the office cupboard containing their health care, risk minimisation and communication plans. Photos are displayed on the outside of the cupboard in the office, and these are identified with the medical condition. Copies of photos identifying children and all plans are also available to casual staff in our casual folder. During our yearly preschool staff induction meeting we communicate with all staff members including RFF and duty teachers, any important information including and the locations of all the documents required, storage of medicines etc...

2.1.2 Our staff are committed to ensuring medical procedures and practices are in place. All staff complete child protection training, CPR & eEmergency, asthma & anaphylaxis training annually. The preschool School Learning Support Officer (SLSO), the School Administration Manager (SAM) and the two preschool educators have their First Aid Certificate HTLD004. All educators have completed the administration of medication e-learning. Our first aid kits, general Ventolin and EpiPens are stored in the staff office and are monitored and recorded each term to ensure all items are in date. There is a procedure for the administration of medication and an authorisation form parents complete. All medication needs to be in the original container with the child's name and date of expiry clearly marked. The amount of medication is checked before administering and is signed by two educators. Following some critical reflection about our movement across the school site, we

purchased a buddy allergy bag whereby each child with medical needs has their own pouch with a photo and their medication is placed inside. This is taken with us any time we leave the preschool premises. Also, in this bag we have put first aid items and a list of the children's contact details. In case of a serious accident or health related emergency involving a child, we follow our medical emergency procedure. Staff are aware of incidents required to be notified to Early Learning, our approved provider. Casual and relief staff are made aware of this information during induction and it is also in our casual folder.

2.1.2 The Staying Healthy Preventing Infectious Diseases in Early Childhood Education and Care Services (5th Edition) is used to inform our practice when there is an infectious disease outbreak within the school or preschool. Fact sheets from the text are shared with families to explain important information such the exclusion periods and list of responsibilities. We provide translated copies in different languages to ensure our community have the information they need. If there is an outbreak of an infectious disease in the preschool or school, it is communicated to our families by a letter and Seesaw. The Staying Healthy Preventing Infectious Diseases in Early Childhood Education and Care Services (5th Edition) is also used to guide and form our health procedures such as our infectious diseases and handwashing procedures.

2.1.2 Our children are supported to develop good hygiene practices, like hand washing, flushing toilets, covering coughs and tissue disposal. Our educators' model and explicitly teach procedures to children using visual aids and prompts. Our handwashing procedure is displayed in the bathroom, which educators refer to when teaching the children and we constantly remind our children to use the visual aids to ensure they have followed all the steps required. Throughout the day educators remind children and provide time to wash their hands. To limit the spread of germs the educators continually remind and model to children how to cover coughs and tissue disposal. During the Covid-19 period, we were reflecting on our practices, making sure surfaces were being wiped down during the day and that our children are all washing their hands on arrival and more frequently during the day. Children now assist educators in wiping down chairs and tables at the end of each day. Staff remain vigilant as they supervise, encourage and monitor daily cleaning. Checklists are kept for daily, weekly and term cleaning, included in the checklists are scheduled cleaning of cushion covers, dress up clothes and other washable materials. Our preschool grounds are also cleaned daily by professional cleaner and the outside grounds are maintained by our school general assistant.

2.1.2 We practice safe and hygienic storage, handling, and serving of food, including food and drinks brought from home. The educational leader and preschool educators have completed a food handling course. There are posters in preschool informing families about food handling and using ice bricks for transportation. At the beginning of each year, we explain the importance of safe storage to families to maintain freshness and minimise risk of food becoming contaminated. Families are regularly encouraged to use ice bricks when transporting food. A fridge is available, where children place their food for safe storage if needed. In cases where a child has a food allergy, we have provided their own and space and shelf to eliminate any cross infection. There is a thermometer gauge in the fridge to monitor the temperature.

2.1.3 Our educators provide an environment where the children learn about healthy lifestyles, including nutrition, personal hygiene, physical fitness, emotions and social relationships. The children learn from the educators as well as each other about food choices. We promote relaxed and enjoyable mealtimes where educators sit and eat with the children and model good food choices and engage in conversations

about a range of topics including healthy foods and lifestyles. Both groups have made a healthy food poster, one displayed on the fridge for families. If the educators notice a child’s lunchbox contains unhealthy food choices, we reflect on this and provide information or provide additional posters for all our families on topics to make them aware, in a sensitive way. This is followed up with positive comments when healthy food choices are brought in.

2.1.3 Water is always available; children bring their drink bottles, and we have a large water cooler where children can refill bottles when needed. There is a fridge available which keeps water cool in summer or they can place on a drinks trolley if they prefer it at room temperature, supporting children to make choices resulting in them drinking more water. A cup is provided for any child who does not have a drink bottle.

2.1.3 We support and promote children’s health and physical activity in consultation with the ‘Munch and Move’ program and consistently incorporate aspects of this into our educational program. Children have many opportunities to participate in physical activity, with attention to fine and gross motor skills, which provide children with the foundations for their growing independence and satisfaction in being able to do things for themselves. We have ample space both indoors and outdoors for children to move, explore and take on physical challenges. Depending on the weather, indoor and outdoor environment operate simultaneously with the educators aware and vigilant at ensuring supervision of all children. Our educators often get involved in the physical play and activities with our children, encouraging them to persevere and teaching techniques and skills to safely manoeuvre throughout the environment. When planning, we include the children’s voices and the educators reflect on the abilities of the children and set up our outdoor experiences to encourage some risk taking and challenges, building up perseverance and the sense of achievement and satisfaction when successful. As our program is responsive to the needs of the children, we adapt our environment to provide physical challenges and active play depending on the weather. For example, we set up an obstacle course in the gazebo area or incorporate more vigorous movement during music time on a rainy day. When educators are facilitating risky play, logistics are considered in our risk management plan and we ensure experiences remain safe.

2.1.3 As part of the school community the preschool children are involved in the school athletics carnival and cross country with K-6 classes. At these times the educators model and explicitly teach specific physical skills and games to the children to maximise participation and to provide our children and families with fun and enjoyable experiences. Our children also participate in gymnastics experiences with an outside provider. Our children become more confident and competent in their spatial awareness, coordination, balance and strength by participating in the gymnastics program.

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.

Standard 2.2

2.2.1 There is a planned approach to ensure any risks to children are eliminated. At arrival and departure times, staff monitor who enters and exits the preschool to ensure the safety and protection of all our children. Educators monitor and ensure that all children are signed in and out of the preschool each day. These records are kept in an attendance folder and maintained on a digital platform, Sentral. During our enrolment process parents are asked to complete an authorisation form indicating people who have the permission to collect their child. Our educators carefully monitor departure times and only release children to people who have written permission for collection. At RPSPS we do ask for identification to be shown when we have not met the person previously to ensure safety and protection of our children. Each morning we do a head count of children in attendance and record this on our daily sign in sheet. At the end of each day, our two staff members check all areas of the preschool and sign to indicate all children have departed safely. We also have a visitors' book where a record of anyone coming onto the preschool site is recorded. Educators also have a sign in book to record their arrival and departure times.

2.2.1 The supervision of our children is essential to monitor their safety and wellbeing. At all times a teacher and SLSO are on duty and we continuously communicate with each other to ensure adequate supervision of all areas in the preschool. We offer indoor and outdoor environments simultaneously so the educators are constantly moving around the learning environment to position themselves so that all children can be seen or heard. We communicate where we are and who we are supervising and then any changes that may occur. Our educators are flexible to children's needs whilst still maintaining supervision. For example, children who take longer periods to eat their food are given the time to do so at their pace and an educator will supervise them. At certain times during the day areas may be restricted to ensure adequate supervision for example, educators are responsive to the groups of children and the choices made about where they choose to play. At times areas are restricted by placing cones in the outdoor environment or by turning the light is off in our literacy area.

2.2.1 We have established routines and processes to ensure the safety of our children, families and staff. Each morning our educators complete a daily safety check of the indoor and outdoor physical environment. The safety checks are recorded and a copy of these are in the office on a clipboard. In cases where educators notice potential risks, we cordon off the area and talk to the children about the risk. For example, the bridge on our climbing equipment had some rotten wood, it was cordoned off with tape and we spoke to the children about the risks. Educators modelled safe use of the area and gave positive feedback to children using the area safely. The bridge has now been replaced and is safe to use. We have a reporting system through Sentral where we notify our general assistant and school principal for safety matters.

2.2.2 We have clear processes to identify and prevent risk. Risk assessments are completed for any time we leave the preschool grounds or attend an excursion. This also includes risk assessments for any works or occurrences that affect the preschool environment. A completed risk assessment is communicated to all educators, families and volunteers. When attending an excursion, the educators assess the needs of our groups of children, and we then organise adequate supervision by educators and volunteers. Our approach to risk assessment, emergency management and child protection reflects current recognised guidelines and up to date information from the Department of Education. There is a Work Health Safety consultant who visits the school regularly ensuring we are up to date in our practice.

2.2.2 Our school has clear processes to monitor staff completion of mandatory training requirements. All preschool staff have completed current anaphylaxis, asthma, CPR and e-Emergency/first aid training. If at any time, there are no staff on the preschool grounds with training the appropriate staff can be called upon from the P-6 front office. We have a staff qualifications folder which is located on a shelf opposite our fridge. This folder contains all the current details of staff training certificates who work in the preschool. If the need arises, the staff at Riverwood discuss incidents that have occurred and together brainstorm ways we can eliminate this from happening in the future. These processes of critical reflection involves the staff reviewing our procedures and practices to make any appropriate adjustments to keep our children safe.

2.2.2 Emergency procedures are in place to ensure children, families and staff have a strong level of preparedness should an emergency situation unfold. The staff and children conduct one evacuation and lockdown drill per term, sometimes these are performed with the whole school. We communicate these drills to families online and face to face to ensure they understand the procedures, why they are practised and have confidence in procedures should an emergency arise. The drills are recorded on our drill register which is located in the preschool office. We meet as a team and reflect on our practices after each drill, this information is also recorded and is in the office. Our emergency evacuation and a lockdown plan and procedures are embedded and displayed within the preschool and at all exits. In the event of an evacuation, educators move children to a clearly marked 'Emergency Assembly Point'. Records of children's emergency contacts are kept in a locked filing cabinet next to the preschool office door and taken with us when on excursions or an evacuation in our 'Buddy Bag' A poster of the specific roles for the educator and SLSO is displayed next to our emergency evacuation plans and map, these are communicated to new or relief staff via conversations or the casual folder. As we are part of Riverwood Public School, our reflections of evacuation and lockdown procedures are reviewed annually by the school as well. Emergency telephone numbers are situated next to the land line phones.

2.2.3 Our entire school staff take their role and responsibility to identify and respond to children at risk of harm. Our practices are current and align with NSW legislation in relation to child protection. Each staff member undertakes child protection training annually and this is tracked and monitored in our mandatory training Google drive. All educators are aware of their child protection responsibilities and that reporting any child they suspect is at risk of harm is mandatory. We work collaboratively with outside agencies to support our children and families at risk. If an educator suspects a child is at risk, they report it to the principal, the principal then will use the ChildStory website (mandatory reporter guide) to be guided as to the next course of action (eg document and monitor or report to the Child Protection Line or the Child Wellbeing Unit). Educators are all aware that they are also able to report the incident themselves if they feel the process has not been followed. Educators are vigilant about observing and responding to signs or indicators of risk of harm and understand the channels of reporting. In the

foyer we have information for families relating to reporting child protection or any child protection concerns. In the instance an allegation is made against a staff member a notification would be made to the NSW Ombudsman and The Officer of the Children's Guardian and schools would be supported in this process by Professional and Ethical Standards (PES).

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:

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

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

Standard 3.1	The design of the facilities is appropriate for the operation of a service.	
Fir for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.

Standard 3.1

3.1.1 Our preschool has a quiet natural setting, overlooking the school playground and Kentucky Reserve. Our preschool building is highly accessible as it has been built without stairs on level ground, supporting the inclusion of all children without barriers. Our indoor space is open and provides children with opportunities to be involved in self-directed learning experiences that can be quiet or active learning situations, solitary play experiences, or routines with small or large groups. The educators support the interests of the children and enable them to demonstrate their innate creativity and curiosity through the effective design and set-up of our room. All our children are recognised as active learners and competent decision makers and our environment aims to support the abilities and learning styles of every child through channelling their interests.

3.1.1 Sky lights and large sliding doors are features of the room which allow for easy indoor/outdoor transition through our free flow program, as well as great ventilation and adequate natural light. The large windows and doors support effective supervision of children during our simultaneous indoor/outdoor free flow play. The children's bathroom can be accessed from both the indoor and outdoor environments, always making it easily accessible for children and simple for educators to monitor, who provide support where needed during the session. The accessibility of the bathroom makes frequent hand-washing easy for children, helping maintain a hygienic environment. An area of the children's bathroom has been designated as a nappy change area and a shower is available when required.

3.1.1 Our outdoor environment is spacious and open with large trees that provide ample shade during the day. It is characterised by both active and quiet areas that comprise a balance of fixed and movable equipment, open spaces to engage in physical activities and spaces that promote investigation and respect for the natural environment. The educators ensure the spaces are dynamic and flexible by regularly reflecting on how the children use these spaces and consider how to provide opportunities for unique play and learning; offering children opportunities to be active, make mess, noise and be wholly engaged in play.

3.1.1 The sandpit is built into the ground allowing for level access by children with mobility challenges, while making it easy for children to move from one play area to another without interrupting their flow in play. Our preschool garden beds are ground level and well-spaced out while the main school garden next door has risen garden beds, enabling all children access to gardening while physically experiencing this in different scenarios, not only using beds with different heights but also when considering the different plants appropriate for each bed considering its location. Recently new fencing has been installed to ensure the outdoor environment is very secure, supporting all children to play and learn within the preschool setting.

3.1.1 Recent work in our outdoor environment has supported us to provide children with an environment that promotes learning and a sense of respect for the natural environment. We have added a rock garden and a small hill in the play area to spark a sense of interest and challenge, encouraging children to take risks in the environment. Our environment supports children to engage in safe risk-taking behaviour, supported by educators. Whilst engaged in risky play, children have been able to build resilience and develop confidence through a sense of agency. For example staff ensure children have opportunities to challenge and extend their learning through modelling and engaging in play on irregular structures and using natural resources collected in the environment such as sticks. The children use their agency to decide where they play, if they want quiet time there are spaces provided with comfortable seating and cushions indoors and outdoors.

3.1.1 Our preschool has a designated space for staff to engage in professional writing (observations and programs) and team reflection sessions. It also acts as a space where educators can have private conversations with families as well as a space where educators can take breaks throughout the day.

3.1.1 We continually reflect on our foyer area and how best to make it welcoming to our families. We have made changes such as the visual display of the program and our Quality Improvement Plan (QIP) goals, which resulted in more parents viewing these documents. Soft chairs are available in the foyer for families to rest when needed and some greetings in different languages are displayed to ensure the environment has a welcoming feel and that families feel their multi-cultural backgrounds are acknowledged and appreciated within our service

3.1.2 Educators are mindful to maintain a safe environment for children, an educator completes a Work Health and Safety Inspection checklist daily, both indoors and out. Any hazards or potential hazards are identified and removed immediately (if able) or reported by phone to the principal or general assistant, who attend and secure the area immediately. The educators are aware and vigilant, about keeping equipment and resources clean and well maintained, they engage in ongoing critical reflections and discussions, to ensure safety and wellbeing at all times. Our electrical equipment, fire cylinders, air conditioner and trees are checked and monitored regularly to ensure optimum operation and safety.

3.1.2 We have a professional cleaner who cleans bathroom and learning environments daily and he also uses a blower on the outside paths and cement areas to remove leaves and debris. Educators complete extra cleaning during the day where required, for example if the bathroom floor becomes dirty and when general surfaces need cleaning. During Covid, additional cleaning time was allocated to the preschool and a register is kept. Any concerns with the cleaning are raised and acted upon promptly.

3.1.2 We undertake ongoing cleaning of equipment. All surfaces are cleaned daily (as recommended by 'Staying Healthy In Child Care' p. 55) and equipment cleaned before we pack it back into the storeroom or when needed. Dress-ups, cushions or other materials are washed regularly as per our schedule, in our preschool washing machine. Any toys that are mouthed by the children are removed and cleaned immediately.

3.1.2 Preschool spaces and resources were altered to reflect current health guidelines and recommendations by government departments, for example during Covid it was recommended that soft furnishings were limited and that there was more separation with seating – so we removed a lot of our soft furnishings and dress ups and spaced the chairs 4 per table maximum. With the easing of Covid restrictions, these resources can now be made available and are being reintroduced into the preschool environment.

Standard 3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning.		
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child’s participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

Standard 3.2

3.2.1 Our indoor and outdoor areas inspire children with various learning styles due to our thoughtful set up and embedded reflective practice. Children are able to consolidate ‘hands on’ learning through books and conversations with educators who support further exploration by taking the opportunity to build on what the child has said during the discussion, tailoring the learning to suit the individual’s needs and interests. Educators keep this information in mind while setting up the environment in order to reflect the children attending, building a sense of belonging for every child.

3.2.1 Many members of our community live in apartments and consequently, children may have limited access to open, outdoor spaces while at home. Our large, open playground gives the children space to run and engage in physical endeavors which promote opportunities to engage in a range of play styles and to take risks. In contrast, our gazebo and verandah areas are used to foster quieter types of exploration and experimentation. The environment has many varied spaces which provide children the opportunity to play either independently or together in small or large groups while engaging in their own learning. This variety supports children to become familiar with various types of group learning experiences which supports them to contribute to group learning and build positive relationships with peers.

3.2.2 Educators observations, reflections, the voices of the children/families and input from health professionals are the driving factors of decisions made in regards to resources offered and the layout of space and furniture. For example, due to the high need of fine motor/sensory experiences, we offer salt trays, dough, kinetic sand and we consider where these experiences are placed, giving them high visibility and making them look enticing. We offer a balance of quality and quantity of resources ensuring that we have a sufficient number of high-quality

resources available, for example, we monitor our loose parts, box construction and water play resources and encourage families to donate reusable items like boxes and bottles when supplies are low.

3.2.2 We have varied resources available at our service which are also a mix of both natural and commercially made pieces which are arranged in ways which support the access of every child. Consideration is given to how resources are offered and displayed, they are spaced and ordered to promote respect and to provoke interest. Children are encouraged to be creative and use equipment for more than one purpose and this stimulates curiosity and agency in their learning.

3.2.2 Our learning environment has many interesting spaces with multiple purposes, connected by unobtrusive pedestrian pathways and created by flexible movable furniture and resources. This planned approach to the layout of outdoor and indoor spaces promotes and positively supports children's interaction with the spaces, materials and each other and offers the children flexibility and choice. For example our block area is situated where there is no foot traffic and the children can leave their structures up to revisit and extend upon. The spaces and quality resources are laid out to support every child to access and participate in quality experiences across all preschool environment.

3.2.2 Our program is based on the interests, skills and voices of the children who are active participants in the use of our space and resources. Resources are selected to stimulate children's curiosity, offer challenge and encourage children to use their imagination and creativity. Our equipment is set up creatively and children are encouraged to use it in multiple ways but children are also able to move equipment and resources to extend on their play.

3.2.2 Our preschool reflects the diverse cultures of our community and we are building an awareness and understanding of our local Dharug people and Torres Strait Island community. Our environment reflects aspects of their culture, like bush tucker plants, a yarning circle, books and games. We talk about and observe aspects of aboriginal culture, such as acknowledgement of country which we say every morning.

3.2.3 We foster the pedagogy of nature play and promote respect and appreciation of our natural environment. Play involves the use of natural (and recycled) loose parts in our environment (inside and outside). Our environment helps children develop an awareness of the impact caused by human activity on our world and children experience the interdependence of living things. Our natural environment is a place in which our children learn about respect and taking responsibility. Our natural environments include plants, trees, edible gardens, sand, rocks, water and other elements from nature. Our natural spaces and materials invite exploration, discovery and interactions – lots of open-ended learning and the development of important dispositions for deep learning to occur such as being curious about our world and how we make a difference. After finding frogs in our worm farm, the educators supported the children to design and build a 'frog bog' – we learnt that we couldn't buy frogs to live in it so we are monitoring the habitat for the arrival of local frogs.

3.2.3 We have a dedicated area within the school which is a school garden. Children engage in a sustainable learning program that promotes and educates children about the principles of sustainability with a hands-on approach an appreciation of our natural environment and

sustainability. This includes planting, maintaining and harvesting of produce. Educators share the learning with the other group who can access the school garden at other times.

3.2.3 We exercise a high level of care for our environment and actively encourage children to be environmentally responsible at all times. Our vegetable garden provides opportunities for children to engage with the natural environment, in preparing soil, planting, mulching, harvesting and maintaining. This promotes the development of life skills such as maintaining and taking responsibility for the environment, growing food, eating it and utilising the produce in cooking experiences while discussing healthy eating decisions.

3.2.3 Children have opportunities to engage in play with the natural environment and can choose to participate in sustainable practices such as composting, worm forms and reusing and recycling. At the beginning of the year, we intentionally teach the children the skills of composting, recycling and caring for the garden and the living creatures in it. We have vegetable and herb gardens and harvest the produce to eat and use at the preschool and to share with the families. All areas are easily accessible to the children and can be used independently, often children will seek out fruit or vegetables that are ripe and ready to harvest and will help themselves speaking to their sense of agency and the confidence they have developed in their own gardening abilities.

3.2.3 We develop children's environmental stewardship by ensuring our children understand that living things should be respected and appreciated, as we observe and learn about them. Our natural environment is a place in which our children learn about respect and taking responsibility. Our natural environments include plants, trees, edible gardens, sand, soft fall, rocks, water and other elements from nature. Our natural spaces and materials invite exploration, discovery and interactions – lots of open-ended learning and the development of important dispositions for 'deep' learning to occur such as being curious about our world and how we make a difference. Children continually share with the educator's things they have noticed in the playground or outside the preschool grounds this is often extended with books, film clips, art/craft that extend and increase their knowledge.

Step 3: Improvement Plan

Standard /Element	Purpose
3.2.1	Educators want to ensure the preschool environments support and enhance learning and the cognitive, social-behavioural and development outcomes for our children.

Goal or outcome What will we do differently? What will our work achieve? What does this look like for children, families or community?	Steps or strategies How will we achieve our goal or outcome?	Who and when? Who will lead transformational change and when do we expect to achieve this?	Progress notes What strategies and evidence have been used to milestone progress and when did these occur?
To critically reflect on our preschool environment through the use of a research tool to guide quality practice.	Our team will evaluate our learning environment, using the Early Childhood Environment Rating Scale (ECERS-E) Evaluate one area at a time 1 (a) Literacy (item 1&2) (b) Literacy (item 3&4) (c) Literacy (item 5&6) 2 Mathematics 3 Science and Environment 4 Diversity	All preschool team Preschool team to evaluate one area before each team meeting. 1a All preschool team -Week 7 T1 Devise action plan to oversee improvement initiatives	Anne F has photocopied and distributed Literacy item 1a scales to team members. W6 T1 W8 T1 assessment using ECERS-E Literacy items 1 & 2. Critically reflect after completion of all Literacy items.

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:

Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Confirmed
R122-124	Have you ensured that the educator to child ratio is maintained and that only educators working directly with children are included in ratio?	
R.135 R.152	Have you ensured that a suitably qualified and experienced individual has been appointed as the preschool teacher?	
R.120 R126	Have you ensured that School Learning Support Officers hold, or are actively working towards, an ACECQA approved certificate III level qualification?	
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?	

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.

Standard 4.1

4.1.1 We make staffing decisions to ensure that expert educators deliver high quality education programs that support our children’s learning and development. We have qualified and experienced educators who develop warm, respectful relationships with children and create predictable environments and encourage children’s active engagement in the learning program. The preschool teachers have early childhood degrees and are approved by NESAs as Proficient Teachers. Our four day SLSO has a Certificate III in Children’s Services and our other SLSO has a Certificate III in Education Support. All staff have the relevant up to date CPR, e-Emergency care, anaphylaxis, asthma and all other mandatory training requirements. Our four day SLSO holds a first aid certificate HTLD004 on Fridays the educator and SAM are the dedicated senior first aid staff member on site. All educators are enthusiastic and curious learners and have many years of experience, they bring a range of strengths and skills to the preschool including respectful and quality interactions, music and interest in environmental issues.

4.1.1 We plan for continuity of learning for our children. We organise educators through 4 core staff members who support our two groups of children and have clear handover procedures. The second SLSO was specifically sought for the Friday role as she worked already in the school and was already connected to many families and the preschool through the duty roster. We have an additional SLSO 3 days per week who supports a child through Student Support Funding. While each teacher has a key focus group, during Semester Two, attendance patterns mean that when the P2 group picks up Wednesday, they get a different teacher for that day. To ensure that continuity for the P2 group continues, educators share goals, observations and reflections with each other, programs via Google drive and planned handovers when there is a change in teacher. We use consistent casual relief staff throughout the year to ensure consistency in relationships and for our children’s learning. The educational leader has scheduled duties across both preschool groups/days. During Relief from Face to Face (RFF) and break times verbal handovers between educators ensures a seamless transition between educators and provides continuity of experiences to extend the children’s learning and connectedness to the primary school, forming early relationships with K-6 staff. Our preschool team works collaboratively and enthusiastically, with our children’s learning and development as the centre of their professional practice.

4.1.1 We deliberately build a strong learning centred culture because of the impact this has on our professional practice and children’s learning and development. This collaborative culture and the EYLF also guides our practice and we are continually critically reflective about our staff organisation, communication and the effectiveness of transitions. All educators use our shared Google drive to communicate and share programs. Our SLSOs are integral in establishing and maintaining communication pathways which are open. Consistent educators provide trust and assured points of contact for the children and families. All the educators and the educational leader meet regularly for team meetings whereby we reflect and discuss all matters related to our preschool. This meeting has an agenda and outcomes are minuted in the Google drive. Educators are allocated time across the year to work on the QIP as a team, ensuring continuous improvement is embedded in and

guides our ongoing practice, for the benefit of our children, families and staff. Additional time is provided to support educators in planning for the learning experiences of our children through planning days, supported by the educational leader.

4.1.2 Planned transitions and authentic connections across the school throughout the year help to establish and maintain relationships between children and staff across the year. We have a strong kindergarten transition program. This includes the deliberate rostering of the kindergarten teacher and educational leader on preschool duties throughout the year to build and maintain relationships with the preschool children who will be moving into kindergarten the following year. We engage with kindergarten throughout the year in activities to build relationships with children, staff and the school environment for example having story time, loose parts and sharing afternoon tea. The connections built during transitions and our Learning and Support Team processes (eg additional transitions, social stories, collaboration with the child's family, school counsellor, ISTI Early Intervention and multidisciplinary team) have noticeably assisted a child with additional needs to settle into the kindergarten environment this year. In 2021 the whole cohort benefitted from additional transitions in Term 4 to try and reduce the disruptive impact of Covid. Kindergarten has had a very settled start compared to previous cohorts.

4.1.2 Consistency for children guides ongoing staffing decisions. We have a small pool of educators who come down to do duties on a weekly roster, ensuring the children build positive relationships with them and it provides the children with some continuity and assists with a smooth transition at break times. In the foyer we have each educator's photo displayed, visible for families and our preschool community to see. The nominated supervisor and responsible person in charge/educational leader photo are clearly visible in our foyer. This enables the children to know which educators will be coming to preschool that day and families to know the faces of the educators their children talk about. We employ regular casual staff who know and understand our philosophy and routines, providing secure and continuous relationships with the children.

4.1.2 We plan and provide induction sessions at the start of the year and when new staff arrive in the school. All staff participated in an induction to preschool in February 2021. During induction we explicitly discuss our routines, procedures, QIP and the importance of engagement and interactions with children to provide that seamless transition between school and preschool staff. We believe induction into the preschool practice, processes and philosophy ensures a shared responsibility for and understanding by all staff for the children's learning and development by establishing and maintaining collaborative, respectful and positive relationships. Every staff member is given our 'positive interaction with children' information sheet to read at induction to build their understanding and knowledge of the importance of engaging and interacting with the children. We have our casual folder, policy and procedure folder and Leading and Operating Department Preschool Guidelines available at all times for any casual or relief staff that work with the preschool children. If we have prior knowledge of an absence due to professional learning, leave or sick leave, we will prepare the children and families verbally and will display the changes of educators in the foyer and/or on Seesaw.

Standard 4.2	Management, educators and staff are collaborative, respectful and ethical.	
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.

Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.
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Standard 4.2

4.2.1 Our preschool team is collaborative, respectful and driven by ethical practice to ensure a harmonious working environment which enables educators to be at their best and thrive professionally, to benefit our children. Our educators come to preschool with different life experiences, strengths and interests. We are passionate about early childhood education and have a commitment to learn to achieve best outcomes for our children, families and each other. Staff work together collaboratively with mutual respect, whilst recognising the strengths and skills of one another to benefit each other and our children. An example is one of our SLSOs has a great interest and knowledge of plants and the garden, which she has shared with the rest of the staff and children. This has had flow on effects – rich learning for the children, parent involvement, connections with outside community partners and visits to the local community garden. We have created an inclusive, collaborative environment, where the viewpoints of all educators are valued. Together we share resources, provide constructive feedback and work professionally to solve problems. We are continually reflecting and improving our practice.

4.2.1 We are committed to highly ethical practice in our preschool. The approved provider, educational leader and educators all play a vital role in establishing effective and ethical practices in our preschool. Our philosophy guides decision-making, including decisions about the appropriate arrangement of suitably qualified educators and staff members at the service. This includes making sure that we are maintaining staff to children ratios at all times. The educational leader is frequently in preschool, often ensuring a staffing ratio beyond minimum requirements. If a child with additional support needs is enrolled, the educational leader (also Learning and Support Team Coordinator), becomes involved and collaborative decision making with parents/carers is made on how best to support the child, including decisions about seeking additional Student Support Funding to employ additional staff and support by outside agencies.

4.2.1 Our school culture supports staff to support each other and the important work we do. We have a small, cohesive community of teachers and support staff which enables ongoing consistent interactions and relationship building. Our educational leader/principal has led the development of a positive school culture, building a community of professional respect, where everyone feels valued and fulfilled professionally. We have 4 core values which underpin our school community: trusting relationships, growth, student focussed and high expectations. Staff are supportive of one another professionally and personally. We are guided in our interactions and practice by collaboratively written workplace and professional learning norms, which articulate professional expectations for the way staff want to behave and be treated, and that reflect the commitment of all staff to learn and grow professionally. For example, all staff members have a kindness gnome who anonymously carries out acts of kindness.

4.2.1 We are committed to ongoing professional learning and the educational leader/principal enables professional learning to strengthen our knowledge and understanding to improve practice aligned to our QIP, School Improvement Plan and Professional Development Plans – all which are informed by evidence of child/student need. We have professional learning norms which strengthen and articulate our commitment

to continuous improvement and shape our practices. Our preschool educators participate in the school's staff meetings and professional learning in reading and effective instruction. An example of this has enabled educators to strengthen their expertise in supporting children with their phonemic awareness skills. Educators critically reflect upon their professional learning inform programming and professional practices. The preschool team is committed to improving their practices through engaging in professional learning through Wollongong University's "Early Start" Courses last year.

4.2.1 Our QIP drives our collective work to make progress towards achieving the improvement goals. The QIP is produced with involvement from all school staff. Self-assessment against the QIP is scheduled across the year at team meetings and planning days, to monitor the impact of our work in working towards goals and ensuring the highest quality program possible for our children through reflective and iterative practice.

4.2.1 We are committed to expert professional practice by regularly collaborating with others. We regularly meet with the Department of Education P-2 Initiatives Officers to seek their feedback on our preschool practices and take on support for identified improvements. They engage with us in critical reflections about our practice and learning environment to support ongoing learning and focus on quality improvement. They also provide us with current information and documents, supporting us to be informed of changes. The preschool team uses opportunities to collaborate with other preschools, participate in network meetings, Early Childhood Directorate opportunities and through the Early Learning and Schools Statewide Staffroom to contribute to, collaborate and engage in collegial dialogue with our broader professional community. Recent collaboration has resulted in our Local Procedures being updated and more opportunity for community involvement in the preparation, updating and communication of these. Our educators take on the role as mentors for university students who do practicums and work experience at Riverwood Public preschool. This collaborative process is a valuable experience for all, educators the opportunity to share knowledge and understandings and gain insight into current approaches and pedagogy.

4.2.2 We are guided by the National Quality Standards, Early Years Learning Framework, Leading and Operating Department Preschool Guidelines, Early Childhood Australia Code of Ethics, Australian Professional Standards for Teachers, Riverwood Public School Preschool philosophy, values and norms, in addition to the Department of Education's policies and procedures. These provide overarching guidance for each educator by establishing clear expectations to maintain high quality standards and professional conduct. As a result educators reflect and evaluate their practice, interactions, relationships and professional ethics against these frameworks. For example our professional learning norms have been collaboratively devised and have created a shared understanding about educators personal and collective responsibility for and commitment to professional growth and a culture of professional growth and support.

4.2.2 The school is committed to supporting staff with an authentic Performance and Development Plans process, reflecting the requirements of the DoE Performance and Development Framework. The Australian Professional Standards for Teachers is used to inform goal setting, which occurs through dedicated time set aside for this process. Goals reflect the needs of children/students and are aligned to the School Improvement Plan, QIP and School Excellence Framework. Educators engage in professional learning to develop their expertise which extends them professionally to provide high quality early childhood learning. Ongoing monitoring of progress made towards reaching the goals

occurs throughout the year, with feedback provided to staff from their supervisors. Educators are supported to inquire into their impact as educators, guiding the process of professional growth. This is enhanced by feedback from our P-2 Initiatives Officers.

4.2.2 Educators work closely in partnership with our families and partners to support our children and are professional, respectful and inclusive at all times. Educators are guided by Early Childhood Australia's Commitment to Actions and when interacting with families, they have and demonstrate empathy to our families. An example of this is the exceptional commitment we have to supporting children with additional needs and their families. This can involve navigating significant complexities and time is prioritised to meet with families and all stakeholders involved supporting the child and their family, including therapists, psychologists, NDIS support workers, ISTI Early Intervention. Children are discussed at Learning Support Team meetings to ensure robust processes of support are accessed. Educators plan for collaborative goal setting, monitoring and review to ensure outcomes are met and to be responsive when progress is not forthcoming. Our service recognises that parents and a child's first educators and this acknowledgement is reflected in our philosophy and our ongoing interactions with families, seeking their deep engagement in all preschool processes.

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:

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

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.

Standard 5.1

5.1.1 Our educators value responsive and respectful relationships with our children and families. We are committed to devoting time to form mutual and respectful relationships with all our children and families. At Riverwood, we ensure our preschool is a place where our children feel welcome, happy, safe and secure. We greet every child at arrival times by name with a warm and cheerful nature. Our educators are available upon arrival to talk with children and families, connecting with each child in an individual and personal way. We support our children and families who may experience anxiety at this time. The educators offer comfort and reassurance, try to use interests to engage children and we also encourage and invite families to only leave when they feel comfortable to do so.

5.1.1 Our children always have opportunities to share their stories, interests, news or experiences with educators. Children are always given a voice and can talk with educators at any point of their day to share their knowledge and talk about their ideas. We acknowledge and celebrate children's milestones for example, birthdays, special events, cultural celebrations and the arrival of new siblings. All families are asked to bring in a family photo that we place on our 'Family Tree' this gives our children a strong sense of belonging.

5.1.1 The school adopts a trauma informed approach and supports each child to feel secure, confident and included. We do this through our inclusive and consistent routines. We adopt strategies to help children develop a sense of security, belonging and to build their confidence. Our educators engage in consistent interactions with our children to assist with building trusting relationships. Educators all know our children as individuals and as a group. We gather and consider information from children and families to gain a picture of each child's knowledge, culture, interests and abilities. Families and educators work collaboratively to decide upon a mutual learning goal for their child. We do this to ensure every child's needs, wants and abilities are included in our program and environment.

5.1.1 At Riverwood Public Preschool we use the Wellbeing Framework to guide our practice regarding wellbeing. We value the wellbeing of all children and ensure everyone has the opportunity to connect, succeed and thrive. For example, one child took a few months to settle at preschool, so we made connections with his home. We invited and encouraged him to bring in photos, special books or other items to share

with us. Every morning when he arrived at preschool, we set up a fun challenge for him and interacted with him in a kind and positive way. These strategies enabled him to build his self-esteem and a sense of belonging.

5.1.1 Building children's self-esteem contributes to the development of their identity. This is critical to children's capacity to understand their own strengths, abilities and interests. The educators build strong connections with the children, enabling them to have a sense of security and enabling them to take risks and engage in new learning experiences. Our environment is designed based on the children's interests and skills to offer challenge, exploration and make discoveries. Our educators respectfully step in and out of children's play, adjusting and tailoring support to suit the children's learning and interactions. For example a group of children were building vehicles with Mobilo on the stage area outdoors, they were testing to see how far the vehicles could jump. An educator stepped in to suggest materials for making a ramp. The group listened to suggestions and enthusiastically adapted and extended their play using the introduced materials.

5.1.1 Our educators are meaningful, thoughtful and deliberate in their interactions with children, and we understand that strong relationships support children to develop their sense of identity, security and belonging. Through observations and engaging with each child the educators gain an understanding of children's dispositions, strengths and interests. We use this insight to plan a program reflective of the varied abilities, voices and interests of the children and the families. For example, one child had an interest in spiders and loved looking through the picture dictionary and having conversations with the educators about his interest in living creatures. He enthusiastically approached educators to facilitate his learning daily. Interactions with educators fostered his interests, which broadened to include carnivorous plants and sharks. Individual and class learning extended into research, drawing, reading and writing about topics of interest.

5.1.1 Educators observe children at all times, taking their cues from them to guide their interactions. On entering play our educators may take on many roles to enhance learning or just to be a participant. The roles we take on could include being a model, communicator, leader, collaborator, facilitator and storyteller. We always observe, listen and reflect on what is happening to build trusting and secure relationships.

5.1.1 Knowing the importance of building attachment our educators are equitable, empathetic and judgement free in their decisions about behaviour and recognising the emotional needs of our children. For example, we are inclusive and offer each child equal opportunity to engage in learning. Children who are non-verbal are supported through the educators' ability to read non-verbal cues and offer consistency, toy and activity preferences and allowing time and space for learning and interactions. Educators maintain high expectations and consider the individual, ensuring all children experience success.

5.1.2 The United Nations Convention on the Rights of the Child is displayed in our foyer and we take our responsibility to uphold the rights and dignity of all our children very seriously. We teach children to be respectful to each other and value the importance of a child's culture, race, religion, and language. Our program is flexible and inclusive, which supports the identity of the children and their families and help them develop a sense of belonging.

5.1.2 We have a lively engaging learning environment where the children’s voices are always heard. Verbal interactions, modelling language and encouraging the children to express themselves through language in advocating for themselves and others. The educators engage in sustained communication with children about their values and the importance of empathy, treating others equally and celebrating differences. Resources are available to promote the exploration of difference, such as books, games, puppets and resources that reflect the diversity of our community.

5.1.2 We ensure the dignity and rights of each child during personal care routines, such as toileting. If a child is reluctant to use the communal bathroom the educators encourage the child to use the bathroom at quieter times or direct them to the toilet with the most privacy. During nappy changing educators are aware of children’s sensitivity around this and encourage other preschoolers who may need to use the bathroom, to a more distant toilet.

Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships.		
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Standard 5.2

5.2.1 Children are encouraged to discuss and reflect on ways we can support, help and respect each other in the preschool. The EYLF is used to plan an inclusive play-based curriculum, which enables each child to be supported in their learning and to develop relationships with their peers and educators. Children at the preschool are encouraged to initiate and construct their own learning, competencies and knowledge. We also use intentional and spontaneous teaching practices to challenge, encourage, explore and collaborate with children to extend their play and learning. For example during box construction a group of children were working on individual projects. A child experienced difficulty attaching pieces together, another child was able to demonstrate how to use the tape and line up the box for sticking. The child followed this technique to continue building the creation as a result of the collaboration.

5.2.1 Educators support the children in building positive relationships, cooperation and collaboration within the groups. They explicitly teach and model skills when engaged in play, such as sharing, taking turns, being kind, using manners and looking after resources at preschool. The educators use the think aloud strategy to demonstrate what they are thinking and then how they are reacting to model to children how to initiate interactions and join in play. These skills help children collaborate with success.

5.2.1 We support children developing and maintaining friendships through their participation and engagement in small and larger group play. Play builds an awareness and interest of others and these relationships expand their understanding and social competencies. Children make their own choices in friendships and educators model strategies like initiating themselves into joining play, negotiating roles, accepting others point of view and managing their own feelings of frustration and excitement.

5.2.2 Educators support children with developing their ability to regulate emotions and behaviour as this is critical to their wellbeing. They develop an awareness and understanding of how one's own actions can affect the way others feel and behave. During our play-based learning sessions, children may challenge and respond to other children's behaviour when it is disrespectful or unfair. For example in the sharing of resources, children often remind others to place them in a spot where everyone can easily access them.

5.2.2 The educators use their knowledge of individual children to tailor their responses and interactions. The development of individual behaviour plans are completed, when required, in consultation with the child's family and the Learning Support Team, these strategies are then communicated to all staff working in the preschool to aid consistency when the educators are on breaks. If the behaviour is ongoing we look at opportunities to incorporate peer learning to support and guide as well as using a quiet space for children to attempt calming strategies. For children who need additional support we have access to a school counsellor, gaining another opinion and strategies.

5.2.2 Our Preschool as part of the school, has Positive Behaviour in Learning (PBL) values this is shared with the families. Our schools PBL values are 'Work Hard,' 'Be Kind' and 'Play Fair'.

Outcomes of PBL in our preschool are;

1. Supporting children to have positive social behaviour experiences.
2. Building staff capacity and knowledge about behaviour guidance.
3. Building connections between the school and preschool that support positive learning environments.
4. Developing shared understandings of behaviour expectations.

In the school the values are explicitly taught in response to student data but at preschool the values are implemented more spontaneously, based on the children's needs and any emerging behaviours which may need to be addressed. The educators provide opportunities for children to talk about feelings and needs and respond to them using positive language, gestures, facial expressions and tone of voice. Educators support children in developing a sense of empathy and to recognise and respond to the feelings and needs of others, encouraging them to reflect on and consider the impact of their behaviour. Educators pre-empt potential conflicts or challenging behaviours by being nearby and attentive. Through observation educators develop greater awareness of when children move off their baseline allowing educators to move rapidly to deescalate a situation.

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:

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

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

Standard 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.

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

Standard 6.1

6.1.1 We intentionally plan opportunities for families to connect with the service and our educators from the start. Our philosophy acknowledges that parents/carers are the child's first teachers and that we committed to building strong relationships with our parents to develop a shared partnership to support their child. Orientation week is held mid Term 4 to help children and families to transition into preschool and develop firsthand knowledge and experience of preschool educators, routines and the environment. 3 sessions are held across the week and families are encouraged to come along to as many sessions as they can. During these sessions families meet with educators who dedicate time to get to know our families and their children. Parents/carers are able to ask any specific questions they may have and provide essential information to help our educators understand their cultural and linguistic backgrounds, goals or desired outcomes for their child, information about their child's development, interests, strengths and capabilities. This information is documented and used to inform decision making processes, for example communication, additional transition visits for students, gathering further information from other services, medical and allied health professionals.

6.1.1 Orientation sessions also contain a general information component, where information is shared about preschool education, policies, procedures and our practices. The sessions also comprise a stay and play component where they can begin to develop connections with peers and educators and become familiar with the preschool environment. Children are able to participate in unhurried play for a sustained period of time and families are able to develop clear insights into the routines and richness of our preschool service.

6.1.1 Families are supported from their first contact with us to complete the enrolment process. Our school administration staff also enlist interpreters to help explain the enrolment process, provide translated enrolment forms and all the relevant preschool information. Families are also referred to our website which provides a range of information. Our preschool information booklet is also shared with families provide all the important information when needed. The school administration staff also offer a short tour of the preschool, providing a direct opportunity to experience our service and to meet the educators.

6.1.1 We seek feedback from families about our enrolment and transition processes to ensure families can provide their opinions on the process, knowing their contribution helps to guide decision making about future orientation sessions and enrolment processes. Parents/carers have indicated our transition and orientation process encourages a smoother start to preschool for most children. For example we had a family who communicated that their daughter was terrified of starting preschool yet after attending all 3 sessions during orientation week, they stated their daughter was now excited to be starting preschool.

6.1.1 Families contribute to the service and decision-making processes when local procedures are reviewed and updated annually or as needed across the year. Feedback is sought from parents/carers about any proposed updates, and they sign off on these changes along with the educational leader. Local procedures are available to view in the foyer and on our preschool website. Parent/carer involvement is specifically sought when the QIP is reviewed and updated to strongly reflect our families' voice. Families regularly engage in conversations with educators and feel confident to raise any issue with a member of the preschool team, including the educational leader. In addition, a 'comments and suggestions box' is located in the foyer whereby families can provide feedback and contribute to the program, philosophy and procedures.

6.1.2 At the start of the year we prioritise time to meet with each family, listening and gaining information about their child, documenting this to inform programming and assessment and planning cycles. It provides an opportunity to follow up on any information discussed during the orientation sessions. All communication is family friendly, with interpreters made available for parents/carers when needed. Parent teacher interviews which are held twice a year. These are informal and relaxed in nature, to ensure families feel confident and comfortable to meet with our educators. At the end of each term we hold stay and play sessions where families come and play with the children. The educators use this opportunity to chat about their child's progress, relationships, interests, strengths and experiences, individual information and term goals are set with families and then recorded. We have an open-door approach whereby parents frequently chat about their child with educators. Seesaw also provides an additional point of two way sharing and communicating.

6.1.2 Families are encouraged to regularly share in decision making about their child's learning and wellbeing. We dedicate time daily to communicate with families the experiences, interests or special events we have done during the day. This is also shared via Seesaw daily and in the preschool environment on the program wall. Families respond to the children's learning, sharing their perspectives on their child's learning and providing information which helps educators with ideas to take their child's learning further. We always encourage families to attend school-based activities such as athletics and cross country carnivals and Easter and Book Week parades. We actively encourage families to share things with us too, for example family or cultural events. We share this with our preschool community in our foyer and also through Seesaw. For example if a family has a new baby to show other children, we extend this by providing opportunities for washing dolls and to care for babies.

6.1.2 Our regular communication with families about their child's learning and goals ensures families have input and can share in the decisions made about their child's learning and wellbeing. This is ongoing throughout the year through planned face to face meetings, incidental conversations, phone calls or email and the Seesaw app. We consistently tailor our approaches in communicating with families and offer some information in different languages for families whose language backgrounds are other than English. We make sure that information provided is always clear and understood. We use interpreters through TIS National and also involve other parents who are happy to help us interpret or translate.

6.1.3 A comprehensive enrolment information pack includes all the necessary information families need to know about the service, routines, expectations and the EYLF. Additional information is provided at enrolment and across the year through all communication platforms, about nutrition, road safety which are very relevant factors for our community. Parents can access our QIP, local procedures, philosophy and other relevant Departmental policies and procedures via our website or in the foyer.

6.1.3 Educators use a range of communication methods to ensure families are kept up to date about information about our preschool and general information, such as nutrition, road and sun safety, local community organisations and sources of support. Regular communication occurs through Seesaw posts (2-way communication is possible), school newsletters, Schoolzine app, Facebook, emails and phone calls. Staff reflect on these individual communication styles and work with families to ensure lines of communication are open and transparent. Educators acknowledge that not all families use and respond to the same methods of communication, which is why their preference for communication methods is sought from them at enrolment. Responding to families' communication preferences helps us to ensure the information they have is current.

6.1.3 Educators knew from the outset of remote learning during the Covid-19 pandemic that this would be a challenging time for our children and families and communication processes were quickly established with families to support both the child and parents' wellbeing. Providing families with current information about school changes and information generally about the pandemic was prioritised. Learning bundles were shared with families and opportunities for learning were provided for parents/carers via Seesaw. A schedule for contacting families by phone was established in the school's Covid G drive. Educators made use of the school's mobile phone to also text families who had not returned missed calls or voicemails. Contact was recorded in a table in the Google drive, with a brief summary of how the child and family were doing and any concerns about families were noted and discussed with the educational leader. If children were not engaging with the remote learning activities, additional follow up calls were made.

6.1.3 We proactively promote the children's health and wellbeing, giving families information about these and opportunities to access health screenings such as eyesight and dental assessments. The school provides speech (Tues) and occupational therapy (Thurs) groups and therapists can support children in the other groups with families able to bring their children on the other days. We work with external health professionals and agencies to support the health and wellbeing of individual children to achieve the best outcomes for the child and family. Brochures and pamphlets assisting families to identify, locate, contact and/or access local community services are freely available in the foyer.

Standard 6.2 Collaborative partnerships enhance children's inclusion, learning and wellbeing.		
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.

Community engagement	Element 6.2.3	The service builds relationships and engages with its community.
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Standard 6.2

6.2.1 Transitions are supported by sharing important information to families, which also explains their responsibilities as parents/carers as well as those of the educators and educational leader. We value input from families to help us plan for a smooth transition from home to preschool. Children attend sessions during orientation week in Term 4 (the year prior to attendance) to help them understand the expectations, routines and practices of our preschool. During this time we lay the foundations for positive relationships, with children feeling comfortable and building resilience for change. For example when they attend these sessions, the educators engage and interact with them during play, giving opportunities to get to know the dispositions and interests of the children.

6.2.1 Educators provide and communicate information about transitions to preschool educators, school staff, children and families to support these transition points for children. Transitions between activities and routines across the day are fun and engaging and include songs, planned movement breaks and fun activities. Educators also use transitions as spontaneous short 'teachable moments' such as having children move in response to asking specific questions eg if you have white shoes on you can wash hands first. When preschool children attend whole school activities, educators prepare children for this transition and explicitly discuss their expectations prior to the activity. Educators critically reflected that children benefit from extended transition periods, to enable them to adjust and that opportunities to visit different settings across the school are beneficial. At break times, educators are replaced by consistent, familiar staff who build and maintain connections and relationships with the children. This ensures smooth transitions both in preschool and when we are involved in school activities, to ensure children are familiar with their educators and the school environment. Photos of relieving staff are displayed in the foyer to also aid transition, so children and families are aware of staff within the school.

6.2.1 Collaborative partnerships between preschool educators, school staff and families enhance the transition of children from preschool to kindergarten. This occurs formally in Term 4, with children attending 3 weekly sessions in the kindergarten classroom, giving them opportunities to meet and connect with other children that will be in their kindergarten class. Building relationships with teachers, the environment and routines in the school setting are supported during this process. Transition happens more informally across the year with preschool children authentically engaging with kindergarten and other classes in planned and spontaneous opportunities, such as play, music lessons, gymnastics and library. The children have ongoing opportunities to ask questions and express their feelings relating to starting school. Educators build on children's responses and plan experiences to support these, this could be through puppets or literacy activities. Transition to School Statements are also completed at the end of the year and shared with families via informal interviews. Families can also meet kindergarten teachers through kindergarten transitions and information sessions held by the educational leader and instructional leader, which help parents/carers to support their children effectively as they transition to school. From our knowledge of a child's needs and dispositions we identify children who may require additional transition and orientation to school. For example our educational leader accompanied a family to visit a specialist school setting to plan an extended transition program. The family provided feedback that these visits

helped them feel supported and informed through this process, enhancing their confidence in a collaborative school system.

6.2.2. We are committed to supporting all children to access an inclusive and engaging learning program and seek to remove any barriers to inclusion. This is reflected in our philosophy. The school's Learning and Support Team, led by the principal/educational leader, has a strong partnership with the preschool team. Educators discuss children's progress and any needs at preschool team meetings. Referrals can then be made to the Learning and Support Team, which prioritises time to discuss referred children. Prior to the meeting, educators meet with the child's parents/carers to inform them about the referral and to discuss and document any information exchanged. Meetings allow for support plans to be devised and to explore opportunities for assessment and support, through collaboration with families, school counsellor and other professionals. A child was recently referred to the Learning and Support Team, resulting in the School Counsellor undertaking some observations and screening assessments. This led to a full speech and language assessment being undertaken by the school funded speech therapist and the results have prompted an appointment being made with a paediatrician. This supports our educators to future plan to ensure access and participation for this child in the educational program.

6.2.2. We seek out partnerships which support the inclusion, access and participation of our children in the service. We seek funding to support children with additional needs to provide targeted support where it is needed. Currently a Student Learning Support Officer works with a child to enhance their safe engagement and participation in the program. Weekly sessions occur with school funded speech therapists and occupational therapists who run programs for individual and small groups of children within the preschool learning environment. Having access to these professionals is a very valuable resource when we need professional advice on a topic relating to their expertise. We build on strategies shared during the speech and occupational therapies to extend into our daily practice, which further stretches the impact of the sessions across the program and results in children's enhanced participation and inclusion. We collaborate with private professionals who are involved with particular children to ensure consistency and effective strategies of support are shared. For example a behavioural therapist funded through NDIS has attended our service to observe and support a child. As a result, highly responsive behavioural approaches were shared and adopted to more effectively support and calm this child when elevated. Families are always welcome in preschool to share in these sessions with their child. Our educators seek out and build relationships with outside professionals, working together to ensure the child's access, inclusion and participation is optimised.

6.2.2. Our preschool builds relationships with the community. The educational leader has connected with community groups Dalmarri and The Song Room to develop partnerships which ensure the preschool program reflects the cultural identities and perspectives of our children, authentically through the arts and music curriculum. Children have been immersed in learning about Indigenous culture and music and perspectives from around the world. This has fostered in the children a love of music, instruments, dance, arts and knowledge and understanding of aboriginal communication system. This has been extended within our program to further explore symbols, rock painting and messaging sticks.

6.2.3 Our preschool supports a sense of belonging by reflecting the diversity and lives of our families. The cultural beliefs and values of the community are respected and celebrated at our preschool through planned and authentic opportunities which are embedded in our daily

practice. We also invite families to share their cultural traditions. For example a child shared an Indonesian song which was then taught to the other children. We extended this learning by understanding the translated meaning of the song. This was then incorporated in our music program and was performed at the end of year celebration with our families. We participate in school wide events which enhance their sense of belonging, such as NAIDOC Week and Harmony Day. The environment and resources reflect the lives of the children and families attending the preschool and the cultural diversity of the broader community, including Aboriginal and Torres Strait Islander communities. We are cultivating a deep respect for Aboriginal and Torres Strait Islander culture through our daily Acknowledgement of Country, while coming together in our yarning circle. We have a commitment to building reciprocal relationships with community groups and have made connections with local elders to begin the process of collaboration with the community to give our preschool a name. We deliberately share our cultural perspectives and celebrations via Seesaw with our families and our families share with us their cultural celebrations.

6.2.3. Within our community the school is a focal point for support and connections between families and services in the community. We collaborate with caseworkers from the Department of Communities and Justice, NSW Health’s Healthy Homes and Neighbourhoods and a range of Non-Government Organisations to support vulnerable families, including the Riverwood Community Centre, Brighter Futures, Family Connect & Support. We share information with our families about community services and resources through our communication channels. If a family requests information on a topic or a service we assist them by providing details of relevant community agencies. Annually we have professionals from the STEPS eye testing program and the NSW Oral Hygiene Team come to screen children, identify any issues that may require additional treatment and support families to seek further care. We connect families to a wide range of health and support services beyond the school, including the National Disability Insurance Scheme. These relationships facilitate positive outcomes for the children and our families and enable prompt access to these services if needed.

- **Step 3: Improvement Plan**

Standard /Element			
6.1.1	Through reflective practice the preschool staff have identified a need to refine and develop strategies for further engagement with families. Educators would like to engage families in decision making processes, including planning and programming to ensure a shared approach in all aspects of our service.		
Goal or outcome What will we do differently? What will our work achieve?	Steps or strategies How will we achieve our goal or outcome?	Who and when? Who will lead transformational change and when	Progress notes What strategies and evidence have been used to milestone progress and when did these occur?

What does this look like for children, families or community?		do we expect to achieve this?	
<p>To strengthen parental engagement across a range of areas within the service.</p>	<p>Review the ways we currently engage parents considering our community needs.</p> <p>Seek feedback from our community</p> <p>Engage with other preschool services similar to the context of our service, to explore options.</p> <p>Devise community engagement strategy as part of SIP Strategic Direction 2</p>	<p>Anne D, Anne F & Julie V Term 2-3 2021</p> <p>Anne D, Anne F & Julie V Term 2-3 2021</p> <p>Anne D, Anne F & Julie V Term 4 2021</p> <p>Anne D, Anne F & Julie V Term 4 2021</p>	

Quality Area 7: Governance and Leadership

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

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment:

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

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

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

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

Standard 7.1 Governance supports the operation of a quality service.		
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service's operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

Standard 7.1

7.1.1 Our philosophy reflects our beliefs about early childhood education and is aligned with our school's vision statement. Our philosophy meets the outcomes of the NQF and EYLF. The preschool team at Riverwood Public School can demonstrate and discuss how our daily practice stems from the service philosophy. Our philosophy is located in the school and preschool foyers and on our website. Our philosophy has been collaboratively created and the voice of children, staff and the community are strongly captured throughout the philosophy. We regularly check in with our children to ask for their insights about what they enjoy about preschool, how they feel about coming to preschool and what would they like to learn about. Families are involved in devising our philosophy and are invited to answer open ended question about their views and opinions. All teachers P-6 were involved in unpacking our preschool philosophy and vision statement to ensure a shared understanding of what *'Belonging, Being and Becoming'* looks like at Riverwood. Our philosophy drives educators' pedagogy, planning and practice and we review and evaluate our philosophy across the school year.

7.1.2 There are clear systems in place to manage and respond to risks and the operation of our service. We are committed to stringently following the requirements of relevant national laws and regulations, EYLF, Leading and Operating Department Preschool Guidelines and relevant Departmental policies and our local procedures. Required notifications are reported within specified timeframes to the relevant regulatory authority by our educational leader. An example a fire in January 2020 resulted in damage to the preschool environment. Works to the preschool were required and temporary fencing was installed for safety reasons. The educational leader followed procedure and reported these changes to Early Learning, submitting the required documentation. We review our preschool policies and procedures are reviewed annually with our team of educators, with a tracking process in place to monitor their review. We share these with our families via Seesaw posts and by providing hard copies onsite. We encourage families to offer any feedback and document this. Any changes to the operation of the preschool are provided in advance to our families, ensuring they are aware of changes, timeframes and the rationale for the change.

7.1.2 We clearly communicate to our families how our preschool operates and the roles and responsibilities of all preschool staff via our preschool information booklet, preschool orientation, school website, Seesaw, school newsletter and the preschool environment. We believe it is essential for families to know and understand how the preschool service operates so they can be actively engaged in within the management systems.

7.1.2 Effective processes are in place to ensure all staff who work in preschool have appropriate qualifications and that all mandatory training requirements and checks have been completed. This also includes NESAS accreditation information, which is all stored in the preschool premises in a designated folder. These are reviewed at the beginning of each year and updated progressively across the year to reflect any ongoing updates from staff. This process is also supported by a Google drive template to encourage staff to keep abreast of their requirements as well. The educational leader oversees this process in collaboration with all educators.

7.1.2 All preschool educators know, understand, and comply with the NSW Department of Education Code of Conduct at all times. We encourage families to put any improvement suggestions in our suggestion box, that is situated in the foyer. We believe families should be empowered to know about and utilise formal processes in the event of any complaint or grievance. Strong and positive relationships with families

are deliberately built and the majority of issues which are raised can be readily resolved in an informal way. When families communicate any issues they may have with the educators informally, these are documented, reflected upon and then acted on, and if indicated, fed into our QIP processes. Concerns and complaints raised by staff members or families are documented and followed up with the educational leader. If families raise more serious issues, our educators will direct them to the educational leader/principal who will deal with the matter following School Community and Consumer Complaint Procedure. All families are made aware of this Procedure, copies of which are located in our foyer. If a complaint gives rise to a notification being made, these are directed to the relevant regulatory authority in accordance with the requirements. Should issues arise regarding the performance and conduct of an educator, the educational leader takes the appropriate action, following procedures and enlisting support from the relevant Department's Directorates, actioning any recommendations made.

7.1.2 We store and dispose of records and data appropriately and seek to protect the confidentiality of our children and families, in accordance with Departmental policies. All educators have completed the Department's data breach professional learning and the nominated supervisor has completed the mandatory training in Data Use and Management. All confidential information including Pupil Record Cards are securely stored and maintained at all times in a locked filing cabinet in the preschool and administration school office.

7.1.2 All 3 school administrative officers directly implement preschool processes, including enrolments, communication with families and completion of most administrative tasks to ensure the smooth operation of the preschool. Ongoing conversations and collaboration between administrative and preschool staff occurs. We are always looking to streamline and increase the effectiveness of processes for staff and families. For example the contents of our preschool enrolment pack has been updated and processes for the preparation of enrolment packs given to families has been changed, ensuring that up to date and accurate information is shared with families. Our ongoing communication ensures systems, processes and practices are as efficient and effective as possible.

7.1.3 The school and our community values the inclusion of a preschool onsite and its provision of high quality early childhood education and role in supporting children to transition to primary school. The school principal is committed to ensuring the highest level of service provision and assumes the role as educational leader, reflective of the importance of our preschool to the school. The roles and responsibilities of all educators are discussed collaboratively and clearly documented in the casual folder, situated in the foyer. These are also communicated to all staff on the school site. The photos and roles of all staff who are directly working with the children are displayed in the foyer, for children and families, including the alternate educational leader should they be required to relieve. Staffing decisions and processes, including induction and mandatory requirements, prioritise relationships between children and our educators, therefore the presence of consistent educators who are known to the children, through their respective roles, is paramount.

Standard 7.2	Effective leadership build and promotes a positive organisational culture and professional learning community.	
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.

Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of 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.

Standard 7.2

7.2.1 Our QIP drives continuous self-assessment and improvement through planned and responsive processes. Self-assessment against specific Quality Areas of the NQF is scheduled across the year at team meetings and planning days, to monitor the impact of our work in working towards goals and ensuring the highest quality program possible for our children through reflective and iterative practice. Our philosophy is reviewed annually, and our QIP goals are determined collaboratively, drawing upon evidence specifically gathered from children, families, educators, school staff and partners beyond the school, in addition to information collected through complaints, communication and programming and assessment cycles. Children's progress towards their own learning goals and educators' reflections are also used to guide reflection and plan for improvement.

7.2.1 Strategic processes to monitor the impact of improvement through the School Improvement Plan ensure regular monitoring and evaluation of initiatives related to the preschool, including financial resource allocation to cover additional paid hours for both part time educators to be involved in planning days and QIP review processes.

7.2.2 The educational leader is focussed on excellence in all areas of the preschool's operation, educational program and assessment and planning cycles. This commitment to high quality early childhood learning provision is reflected in the educational leader's PDP goal to expand their knowledge and understanding of effective early childhood research, theory and practice.

7.2.2 The educational leader supports the educational program and assessment and planning cycle by attending early childhood conferences, providing and participating in professional learning and reading, modelling and providing a robust and authentic PDP process, and collaboration with P-2 Initiatives Officer. Strategic processes and resourcing is in place eg preschool team meetings, QIP and planning days. These processes demonstrate a planned approach to supporting the curriculum development and provision in our preschool. For example the educational leader collects and provides feedback on the educators' programs once a term. The educational leader leads critical reflection in team meetings on ongoing cycles of assessment and planning, for example, critical reflection resulted in adjustments to the planning template to include a section to document the child's voice.

7.2.2 The educational leader is the school's Learning and Support Team Coordinator and collaborates with families and educators, building relationships through interactions with families, setting goals for intentional teaching strategies and thoughtful deliberate educator practices that support children's wellbeing, learning and development. For example a child with additional needs was supported to transition into preschool through a personalised plan for support with adjusted attendance times, additional 1:1 support, the purchase of specific resources to support his

learning and wellbeing. In depth knowledge of the child enabled the educational leader to oversee the planning of educational and assessment and planning cycle.

7.2.3 PDP processes regularly evaluate educator performance and these contribute to the overall continuous improvement in our preschool by ensuring goals are needs based, are aligned to the School Improvement Plan, QIP and School Excellence Framework. The effectiveness and impact of professional learning in supporting educators to achieve their goals, is evaluated through the PDP processes. A culture of professional growth and support means that should needs-based issues arise across the year, PDP goals can be renegotiated to ensure the PDP process also contributes to ongoing assessment and improvement. For example an educator’s PDP was updated to include a goal on developing strategies for inclusive education in response to an enrolment of a child with additional needs. Professional learning on autism suggested by the educational leader was undertaken and has resulted in enhanced educator capacity to support and engage the child.

7.2.3 The educational leader strives to create a positive organisational culture that drives continuous improvement by purposefully celebrating successes of staff. This includes sharing learning and successes through the school’s Facebook page, school newsletter, with parents face to face and directly with educators, to acknowledge the effort, contribution and achievement of educators.

Step 3: Improvement Plan

Standard /Element	Purpose		
7.1.2 Continuous improvement	To raise the profile of the preschool in the local community and for the local community to easily locate information about the service.		
Goal or outcome What will we do differently? What will our work achieve? What does this look like for children, families or community?	Steps or strategies How will we achieve our goal or outcome?	Who and when? Who will lead transformational change and when do we expect to achieve this?	Progress notes What strategies and evidence have been used to milestone progress and when did these occur?
The school website will be updated and preschool will have an increased presence.	As the website is updated things to be included are: Philosophy	Anne Davis	Week 5 Term 1 – philosophy and A&R certificate uploaded to website

	Local procedures Routines Information booklet Photos	Initial update by end Term 1 Ongoing updates Terms 2-4	
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