

Dubbo West Public School Preschool

Quality Improvement Plan 2020

Eileen Day – Principal, Nominated Supervisor, Educational Leader and Responsible Person

Dubbo West Public School – ‘Where Individuals Matter’.

Service number	SE - 40012733	Approved provider	NSW Department of Education
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NSW Department of Education, Early Learning and Primary Education, November 2017

Statement of Philosophy

Dubbo West Public School Preschool Acknowledgement of Country

Nginha ngurang dhaga nganhal yalbilinya-bu girinya-bu Buwanha-dhi Wiradjuri ngurambang.

This place where I learn, play and grow, is on Wiradjuri country.

Nganhal yindyamarra nginha ngurambang,

I respect this special country,

Nginha guliya-gu muranga-yi

For those that have been

Nginha guliya-gu yama-nginha bu

Those who are here and

Nginha guliya-gu buwaganharra

Those yet to follow



Dubbo West Public School Preschool Philosophy

Dubbo West Public School Preschool provides universal preschool access for children designated to attend Dubbo West Public School. Dubbo West Public School Preschool acknowledges that play is children's natural disposition for learning and provide educational programs to engage children to become confident, creative and capable learners (Early Years Learning Framework EYLF 2012).

At Dubbo West Public School Preschool we:

- Acknowledge that 'this place where we learn, play and grow is on Wiradjuri country. We respect this special country, for those who have been, those who are here and those yet to follow. (Developed in consultation with local AECG members, 2019.)
- Create an environment that is safe and nurtures relationships that are respectful and reciprocal with children and their families. We value a social environment, which fosters positive relationships with **friends** and **Educators** individuality, communication skills and interactions that are **friendly**, caring and respectful.
- Believe that the child's connection and sense of belonging within the family unit is one of the most important relationships in their lives. We invite and nurture this sense of belonging into our preschool **community** to give children the opportunity to grow, **learn** and create a successful future for themselves and our community.
- Embrace diversity and respect the cultures of each family. We invite families to share their culture and language with our preschool community building on cultural awareness in our community.
- Support all children's needs with an inclusive program. We liaise with support services to enhance the participation and education of all children and reach individual developmental and learning outcomes.
- Plan for children's current and future **learning** using strengths interests and reflections. Staff engage in self-reflection based on current research to ensure ongoing quality improvement.
- Recognise the significance of being in the here and now in children's lives. We provide a variety of rich, well-resourced experiences and blocks of flexible unhurried time to explore, discover, construct new learning through **play**. Children are given opportunities to **paint, draw, sing, play games, do puzzles, sing songs** and **read books**. Children are given opportunities to be **adventurous** and creative.
- Encourage children to grow an appreciation of their natural and constructed environment.

*Children's time at preschool is full of **fun, excitement, happiness, learning** and joyful memories. Each day your child will grow and learn, they may carry their knowledge in their hands, their heads or their hearts.*

May 2019

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: 29-1-2020

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?	Y
R.73	Have you developed a program that contributes to each child's learning and development outcomes, as outlined by the learning framework?	Y
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?	Y
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?	Y
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?	Y

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

Step 2: Identify and record your strengths.

What are the practices that demonstrate quality in your preschool?

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

Element 1.1.1

The Early Years Learning Framework, learning outcomes and our philosophy are prominently displayed in the preschool for parents and Educators. The learning outcomes are also printed on the curriculum planner to ensure learning intentions relate directly to each child's individual learning and development. These are used by our Educators to refer to and influence our curriculum decision making during daily planning and reflection.

The children's sense of identity is considered in everyday planning. Families are invited to contribute to information about their child's education and care in a variety of different platforms. This includes background information forms, feedback section of the curriculum plans displayed in the parent sign-in area, Kinderloop, feedback and suggestions boxes, verbal communication with Educators and invitations to participate at Preschool and school special events. This information and participation from families informs curriculum decision making.

Every child has photos that are utilised throughout the preschool on lockers, self-portraits, different schedules and personalised block people. These are used to identify their space, their ongoing creations and to assist with the following of daily routines. This empowers children to confidently communicate their intentions of play to their peers and Educators and promotes a sense of identity and belonging in our preschool.

During 2019, Preschool staff participated in Quality Preschool Practice professional learning being led by the University of Wollongong. Staff regularly participate in face to face, interactive and online professional learning. Staff have opportunities throughout the day to critically reflect using the Early Childhood Environment Rating Scale (ECERS-E) and the Sustained Shared Thinking and Emotional Wellbeing Scale (SSTEW)

assessment tools. This guides the preschool staff to critically reflect on their current practice and identify ways to improve the delivery of our curriculum and interactions with children. We have an ongoing professional relationship with the University of Wollongong through the Early Start network.

The Preschool curriculum provides opportunities for children to interact with community services such as Police officers, Fire Brigade, Schools as Community Centre. The Preschool children also participate in community events such as National Aboriginal and Indigenous Day of Celebration, National Simultaneous Story Time and The Dubbo Show. Preschool Educators have developed strong links and positive relationships with community services to assist with planning experiences that actively promote services and events available in our local and national community. By building connections with our service and the local community, children begin to recognise that they have a sense of belonging and this is reflected in our Preschool philosophy.

Element 1.1.2

Children are regularly observed and assessed by all Educators, using a variety of strategies. Educators are guided by the recommended ACECQA planning cycle. Strategies include observations, jottings, photographs uploaded and reflected upon on Kinderloop, developmental screeners, work samples, documenting children's stories and voices. This ensures the child's knowledge, strengths and interests are regularly provided for and are the foundation for future planning.

Cultural connections are made by gathering background information for each child in a variety of ways, including written documentation, Kinderloop and verbal interactions. Each family is invited to fill in a background information form about their child and this is updated part way through the year to ensure information is current and relevant. Educators add additional information as our relationships and understanding of each child develops. Speaking with families about cultural background allows us to be inclusive, to ensure each child has a sense of belonging and for Educators to be responsive to each child's needs. Discussing cultural background also creates a platform for collaborative partnerships with family and community. This information is stored in our class folder, so it is accessible and used by all Educators for regular reflection.

In response to the high level of children who identify as Aboriginal from our local community and in collaboration with our local Aboriginal Education Consultative Group (AECG), our children participate in regular Wiradjuri language and culture sessions. Our school employs a Wiradjuri language teacher, who schedules weekly Wiradjuri language and culture learning experiences with each Preschool group. It is important that children are given the opportunity to develop their social and cultural heritage through engagement with cultural and language experiences, promoting a strong sense of who they are (identity) and their connectedness to their local community.

Element 1.1.3

Our daily routines and experiences are flexible and allow the children to make decisions about their learning. The routine takes into consideration large blocks of uninterrupted play time and allows children to go back to unfinished work to ensure a sense of completion when finished. Children

are given the opportunity to collaborate and discuss their learning with others and this encourages positive dispositions for learning. This is reflected in our Preschool Philosophy.

Educators reflect daily to ensure routines and experiences are driven by the children at Preschool as well as their families. Staff meet at the end of the day to discuss the day, which may include routines, the learning environment, children's learning goals, children's interests and how this aligns with current research or readings. Staff are also given the opportunity to write colour coded jottings and ideas for further planning into the program/reflection book to support their reflection in the afternoon. Critical reflection on all aspects of the Preschool, especially the routines, ensures all children are given the opportunity to participate fully in their learning at Preschool and maximises opportunities for learning throughout their day. Our reflection books and program are kept on the sign in bench so that parents have easy access to their children's learning but also to try and encourage conversation between families and educators about our day at preschool.

Transitions are considered teachable moments and are planned for in our curriculum. Educators ensure each transition is an opportunity for learning, for example singing counting songs on the way to handwashing or teaching nose blowing technique. This ensures that we encourage thoughtful conversations, social interactions and consider safety when exiting and entering smaller spaces (such as bathrooms or moving around the classroom).

Children are given the opportunity to choose their area to pack away at inside transition time. The children are presented with their names and pictures of learning areas, they can match their name to an area to pack away. This routine maximises the opportunity to ensure children are given the choice of area to pack away, to link cognitive skills such as name recognition with a routine and to work collaboratively with their peers. This system was developed after reflection with staff regarding the effectiveness of pack away time. We discussed this routine and decided it was important for children to work collaboratively with their peers and to take ownership over their actions.

Standard 1.2	Educators facilitate and extend each child's learning and development.	
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

Element 1.2.1

Lead Educators have participated in training on intentional teaching to guide their practice. Lead Educators share discussions from professional development with all Preschool staff. Educators reflect on their practice daily and discuss the intention behind interactions. Practices are included on the curriculum planner to encourage specific strategies when interacting with children. Regular reflection on teaching practices ensures Educators are thoughtful in their decision making and interactions with children.

We have developed term goals in consultation with families, children, Educators and kindergarten teachers. These goals are displayed for all to read. Educators take photos of children working towards the goals and link them to the written goal, making a visual demonstration of learning. This display supports Educators to consistently ensure their interactions are supporting children to work towards their goals.

Element 1.2.2

Educators use principles from sustained shared thinking to support their interactions with children. When interacting with children, Educators consistently use open ended questions, scaffolding techniques and use a child's strengths and interests to promote learning new skills. When we consistently participate in sustained shared thinking conversations, we are able to extend children's thinking and guide them to learn new skills and information.

Educators regularly reflect on children's ideas, thinking and interests. Educators are each given a colour coded post-it pad, where they can make jottings from their conversations with children about their interests throughout the day, then place it into the program/reflection book. Educators take time at the end of each day to reflect on their conversations with children and then add ideas for planning to the following week's curriculum planner. Interest areas are also added to the learning environment and the curriculum planner spontaneously throughout the day and used to encourage reaching developmental outcomes. Educators understand that children learn best when experiences are meaningful to them.

Element 1.2.3

Children's sense of agency is supported by allowing children a choice between which experiences they would like to participate in. We have utilised open shelving to display a variety of choices to play with. Photos are used on the baskets to help them make choices between baskets and to assist them in returning resources to where they got them from. By promoting children's sense of agency, Educators understand that children have the right to make choices and are capable learners.

Children have a sense of agency during outdoor play. Children can choose additional resources from a visual choice board, on display on the store room door. Educators understand that children have a right to make choices.

When children are experiencing moments of sensory overload they are shown a choice board, giving them the opportunity to choose a calming strategy. The calming strategies are all recommended by Occupational Therapists. Educators believe that children can make choices about how their sensory system will respond to different sensory input.

Children are given the opportunity to respond to their own personal care needs. Educators ensure bedding is available for children who express they are tired, water bottles are easily accessible for children who are thirsty and the fruit bowl is available for children who are hungry. Educators are aware that in order for children to feel ready to learn, it is important that their self-care needs are first met.

Children are able to play individually, in small groups and in large groups. Educators reflect on the learning environment and ensure children are given opportunities to explore learning areas individually, in small groups and in large groups. Children are given visual strategies to support their understanding of when a friend wishes to work alone, such as turn taking lists and timers. Staff acknowledge that children need to access learning materials in their own way, also ensuring that there are opportunities for the development of social interactions.

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

Element 1.3.1

Lead Educators engage in professional development in regard to programming and planning. Educators have participated in ECA video sessions reflecting upon current planning research to guide the development of their curriculum planner. Educators participate in ongoing reflective discussion to ensure the curriculum planner is meeting the needs of children, families and Educators. Educators understand the importance of the curriculum planning document in the cycle of planning.

Lead Educators have implemented a flexible roster to ensure each child is observed and planned for on a regular basis and documented through the Kinderloop program, allowing family feedback and interaction. Educators also ensure jottings, developmental assessments and developmental screeners are conducted. Educators use a variety of documentation, such as work samples, observations, photos, jottings, and checklists to ensure each child's learning is regularly being tracked. Each child's learning is evaluated and planned for accordingly. Dubbo West Public School Preschool's philosophy states that we will 'plan for children's current and future learning using strengths, interests and reflections'.

Lead Educators make referrals to support services. Lead Educators refer children to additional support services, based on their assessments of learning. Lead Educators have an understanding of which service may benefit each family and how additional help may support the child to achieve particular learning outcomes. For example, when participating in sustained shared thinking conversations, an Educator is able to determine a child's receptive and expressive language, as well as the development of sounds. If concerned, Lead Educators can conduct a speech and language screener, as recommended by speech pathologist. Informed by the data and in consultation with the families, we can refer to the appropriate support service or monitor the child for a period of time. All Educators at Dubbo West Public School Preschool understand the importance of early referral to key support services.

Element 1.3.2

Critical reflection occurs daily as part of the Educators routine. Daily afternoon reflection sessions guide planning and program content for following sessions. Daily reflection sessions may include discussions regarding individual, small and large group learning, which in turn, guides the curriculum. Educators are asked to reflect on a variety of reflection questions, for example "What did you do to support a child's learning

today?”. This helps us to identify the different ways each child learn and the specific teaching strategies we may be using. This group reflection allows us to gain insight and perspective about the daily decision making and future planning requirements.

Each staff member is provided with an individual reflection diary to reflect on their own practice and reflect on articles or discussions we have had in relation to our practices. Educators are encouraged to write down their feelings about their teaching practices, why they responded to situations in a certain way and what they may do differently in the future. Educators are given regular time to reflect on their practices and are given articles outlining different research or theorist beliefs, which support them in understanding their actions and guide them to build their skills and knowledge. Educators recognise the importance of continually critically evaluating their decision making processes.

Element 1.3.3

Families have access to their children’s observations through the Kinderloop program. Access to work samples is available at Preschool, through viewing of their art portfolio. Families can request at any time to view their child’s developmental information. Families are shown any results of screeners and then permission is sought for referrals on to support services. Educators understand the importance of a strong and open relationship with families.

The program and reflection are always available and on display in the playroom near the sign-in sheet. Parents have a space on the program to add their feedback and comments, if a parent gives verbal feedback or comments Preschool staff write these on the program, or in the reflection book. Parents and family are encouraged to respond with comments on Kinderloop posts and we respond to their comments. Two-way communication is essential when educating and caring for children.

Arrival and departure times are utilised as key components of developing relationships with families. An Educator is always available to liaise with families. They will greet each child individually, chat to the family about any changes or anything that may be happening in the family or any administration requirements. We particularly reflect on each child’s sense of belonging, safety, value and participation. At pick up time, families are greeted, we chat about their child’s day and have a photo slide show running and are available to talk about any feedback or concerns from families. If drop off or pick up time are inconvenient times for family discussions, parents and Educators make alternative times to speak with each other. Arrival and departure times are recognised as integral time to welcome families and listen to family voices.

We have an iPad kiosk installed on our sign-in bench. This allows families who do not have access to Kinderloop or the internet at home to access the program at Preschool. We also have a portable iPad, so families can access information in private. By providing an iPad to families, we can ensure each family has access to their child’s Kinderloop page, demonstrating how their child is being personally catered for at Preschool. We print this documentation of children’s learning for parents that request it.

The planning cycle is on display for our families and is communicated through newsletters. At our orientation program and at the commencement of Preschool, families are talked through the planning cycle and how it will support their child’s learning. Families are given many opportunities to be informed about their child’s time at Preschool.

Educators document children's progress formally as well as informally. Educators write half-yearly and yearly reports for families, giving feedback on their child in relation to their time at Preschool and the EYLF outcomes. Parents and caregivers are given the opportunity to chat to Preschool Educators regarding their child's report and are asked to assist with writing mid-year goals for their child as well. Families are recognised as the most important influencers on a child's education.

Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue				Priority L/M/H
Element 1.3.1	The Department of Education has recently released an updated version of the 'Leading and Operating a Department Preschool' guideline. In this document it states that a program should not be a 'list of activities'. Educators within the Preschool are able to make the links between the planned experiences and the learning intentions, however upon critical reflection with supervisors and discussions with families, they find it difficult to sometimes link the experience to the learning intention.				M
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection	
To reflect on and update our current programming format, to ensure both indoor and outdoor programs clearly articulate the links between the learning intentions and the planned experiences. By making the learning visible to children, educators, and families we are promoting shared	<p>Undertake Professional Learning regarding documenting intended learning.</p> <p>Reflect during staff meetings ways to improve our documentation.</p> <p>Consult with families about how they would like to see the program.</p>	Implementation occurring by Term 3	All staff and families	<p>12.2.20 Staff meeting focussed on the programming and documentation at our preschool to make sure all educators understand the steps in the planning cycle. This included how all educators can contribute to the program. Our Educational Program & Documentation Procedure was distributed and discussed.</p> <p>19.2.20 At the network meeting we expressed our interest in the five day Programming PL from Early Learning and requested it be held in Dubbo.</p>	

learning, collaboration and relationships.				
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Quality Area 2: Children's Health and Safety

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

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 12-2-2020

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?	Y
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?	Y
R.81	Have you ensured that you meet each child's need for sleep and/or rest?	Y
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?	Y
R.85-87	Have you ensured that all Educators follow service procedures in the event of an accident, injury or illness?	Y
R.89	Do you have sufficient first aid kits? Have you checked that they are fully stocked and removed all out-of-date items?	Y
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?	Y
R.77	Is food stored, handled and served safely?	Y
S165	Have you ensured that Educators are supervising children effectively?	Y

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?	Y
R.99	Have you ensured that all Educators follow service procedures about the delivery and collection of children from the service?	Y
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.

Element 2.1.1

We provide children with access to quiet areas for resting during both inside and outside play. Soft cushions are provided to the children, as well as clean sheets and blankets. Children's sheets are placed into a bag with their name tag on it for use the next day, or the children are encouraged to place them into the washing basket if it is the end of the week. We recognise that all children's needs for rest and sleep are different and that these needs can also change from day to day, so if we notice that a child is unusually quiet or upset they will be encouraged to have a rest should they feel they need one. Information about the children's sleep and rest patterns is collected during the first days of preschool. Parents are encouraged to inform us of any changes in these routines throughout the year so that we can be responsive to the needs of the children and their families' wishes.

The outdoor area is planned to promote a variety of active and quiet areas. We have spaces such as the reading area which are used if children would like some quiet time while outside. Should any of the children express the need for a rest or a sleep, the back double doors are opened and a cushion is set up in the indoor reading space so that the child can rest while still being under full sight and sound of Educators. This is provided so that children can choose to rest if they are feeling tired or need some quiet time.

Moments of relaxation are both planned and spontaneous when reflecting on individual and group needs. The group as a whole is monitored and if Educators notice that children are tired or need time to reset their bodies and minds, then yoga or meditation stories may be used

spontaneously or as part of a whole group experience. This can be an important experience because then the children can return to play feeling relaxed and thoughtful.

At Preschool we ensure we have a good supply of spare clothing that can be offered to the children if needed. We recognise that children may have toileting accidents or get wet during water play and so we want to ensure that children are kept dry and comfortable should this occur. There are also times when we have changes in weather, when we are coming into a new season or that families/carers may forget to pack things like jumpers. We like to know that, should this happen, we have clothing to offer to keep our children comfortable which in turn allows children to move easily through their day.

If a child needs to be changed, we have partitions in our bathroom which allow the child privacy. Educators ensure that other children also respect the child's need for privacy and redirect them to another area. We recognise that it is important to respect the children's need for privacy and maintain their sense of dignity. The spare clothing is kept in the children's bathroom and is easily accessible, should the children need to get changed for any reason.

Element 2.1.2

Educators ensure that we take effective measures to look after the health and safety of our children, our visitors and ourselves. We use warm soapy water in buckets for cleaning as recommended by Staying Healthy 5th Edition. Educators use separate buckets for food, craft and bathroom clean up as well as having colour coded cloths for different areas. The colour coding is displayed in areas where cloths might be used so that anyone who comes to work at the Preschool knows which cloth to use. This is also outlined in our Bathroom Cleaning procedure. We have separate mops for the bathroom and playroom, which are clearly labelled in the laundry to prevent cross infection. The date the mop heads were last changed is also displayed to ensure that they are always kept clean.

Staff are aware of and adhere to hygiene practices. Educators actively encourage children to regularly wash their hands and blow their noses as part of our routine. Children are specifically taught how to wash their hands and visual displays are in the bathroom for them as a reminder. We also talk to the children about times when they should be washing their hands such as before eating or after nose blowing and regularly remind them if needed. Nose blowing and sunscreen application is built into our daily routines, which allows us to make sure that every child is doing these tasks effectively. Educators also ensure that they follow correct hand washing procedures.

When children are offered a rest or sleep Educators ensure that bedding is kept clean to prevent cross contamination. We do this by ensuring that all children's bedding is placed in a bag with the child's name tag on it so that bedding is kept separately. This is then washed regularly so that children are comfortable, and bedding is clean.

Educators recognise the importance of having a hygienic environment to keep everyone healthy and assist in preventing the spread of infection. We have a bucket with a visual of a mouth on it, so that any toys that are placed in children's mouths are put in the bucket to be washed with warm soapy water or placed in the dishwasher. We have developed a checklist of how often different parts of the preschool are cleaned to ensure that cleaning is done systematically.

When a child is identified as having a chronic health condition it is important that Educators have all relevant information about the symptoms and management of the condition. Educators work with families/carers in consultation with doctors to develop comprehensive health care plans, communication plans and risk minimisation plans. We have developed an information sheet which is on display in the kitchen and placed in our casual folder for all essential staff working in the service. All medications are placed in separate clearly marked containers in a cupboard in the kitchen which is easily accessible to Educators. Daily information about children having been ill or needing extra monitoring is communicated to all staff through a diary located in the office so that confidential information is kept private.

It is essential that families are informed when there are outbreaks of infectious diseases. We ensure that families are told verbally and are each given copies of the symptoms and exclusion information. Information is also displayed next to our sign in sheet for all families to see until the outbreak has resolved. Educators thoroughly clean resources and surfaces once notified of an outbreak to help stop the spread of the infection. Children are excluded in accordance with Staying Healthy fact sheets. Immunisations for children are tracked and we remind parents when immunisations are due, or documents are required. We also inform parents of the Immunisation clinic that is available on Fridays at our Schools as Community centre.

All Educators understand the requirements of illness and injury management. Forms and contact details are readily available for all staff, with procedures and policies also available. Forms and contact details are kept in a central location in the drawer of a moveable cupboard that follows us both inside and outside, as well as the portable phone so that emergency calls can be made where needed. Staff follow Department policies and adhere to regulatory requirements to ensure families are informed when an accident, incident or injury occurs.

Four of the five regular Educators have completed their 'HLTAID004 Provide an emergency first aid response in an education and care setting', first aid certificate. All school staff have also completed mandatory first aid training through the Department of Education, including a 3 yearly first aid course and annual anaphylaxis, Asthma and CPR certification.

Element 2.1.3

At Dubbo West Public School Preschool, we acknowledge the importance of exercise and good nutrition. We are participants in the Munch and Move program and encourage healthy eating and an active lifestyle. Families are reminded about appropriate food and drinks for Preschool and we also discuss this with the children. Educators talk to the children about what healthy foods are and why we should eat them. We have a progressive fruit break where children without fruit are supplied with a piece of fruit which they choose from the fruit bowl. This allows us to make sure that children have access to a variety of healthy foods during their school day.

We recognise that not all families have the same access to nutritional information so we work to educate our families about different healthy foods they can provide for preschool and alternatives to what might be commonly packed. We do this through displays of alternatives to include in lunch boxes, discussions with children and families and at times we have tasting of foods that the children may not ordinarily eat (for example carrot sticks and hummus) with this information being passed onto families as something they may enjoy in their lunchbox. To maintain the dignity of our children and their families, children are encouraged to first eat the healthiest option of the foods they have packed with foods like chocolate being 'saved for home time' rather than confiscated. This helps us to maintain strong, respectful relationships with our families.

There are times when children may have eaten all their food and are still hungry. When this happens, we have a number of healthy snack options in the kitchen for the child to choose from. Our school runs a breakfast club so all children, including our preschoolers are able to access a healthy breakfast. This supports the community by promoting healthy eating and provides food for children who may otherwise go without. Each week our local Woolworths supermarket donates fruit and a local dairy donates fresh milk.

Educators are aware of the impact of a healthy lifestyle and ensure that children are given the opportunity to participate in a variety of active experiences. Active areas include playing with balls, obstacle areas and riding bikes and scooters. Children are invited to participate in active play in the school area, to play on a variety of equipment and play in large open spaces. Other activities promoted to families include participation in community activities such dancing at the School as Community Centre (SaCC) and Kites for Kids. These opportunities are then documented for families to view on Kinderloop and in our Community Book in our front foyer.

Preschoolers are given the opportunity to participate in a beginner's football program, run by the Moriarty Foundation. The Foundation aims to unlock children's potential and is aimed at instilling health and fitness in young children.

Dubbo West Public School Preschool utilises the Department of Education Early Learning team who keep us informed on all new policies and procedures regarding the implementation of health practices and procedures.

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

Element 2.2.1

The layout of our playground allows for adequate supervision in all areas that are accessible to the children. Our double back doors open out to allow active supervision when children are in between areas, a child is having a rest or when staff are helping a child or working inside. This ensures that staff are within sight and sound of the children at all times while still allowing us the flexibility to move between areas and complete daily tasks as required. This facilitates convenient and integrated access between indoor and outdoor areas. Our Supervision procedure is communicated to all staff to ensure practice is embedded.

At our preschool we are fortunate enough that we are over child-adult ratios most of the time. We employ a teacher, a diploma trained School Learning and Support Officer (SLSO) and second SLSO who has completed their Certificate 3 in Children's Studies. This allows us to keep within ratio when staff have lunch breaks or need to leave the room for any reason. If one of these staff members is away a Certificate 3 trained SLSO is sent over from infants to cover lunch breaks. This means that we always have the correct ratio of adults to children.

We complete a daily checklist that ensures both indoor and outdoor environments are safe for staff, children and visitors. All staff are confident in completing our daily checklist and this is done before the children arrive in the morning. Anything staff notice that is considered to be a serious hazard is noted in the comments section and is acted on immediately, with the area being closed off until the hazard has been rectified. These hazards are identified and written up on a Department of Education Hazard Report Form and sent to the School Administration Manager for immediate action. By regularly checking on the preschool environment, we are able to ensure that the condition of the premises, grounds and contents are kept in good order. Anything that needs general repairs or attention is written into the General Assistant's book which is located in the school office.

Chemicals and possible dangerous substances are placed out of reach of children. Material Safety Data Sheets are kept for each of the chemicals we use at Preschool should we need them for any reason. These are stored in a folder in the kitchen so that they are readily accessible to all Educators or visitors. The poisons information number is displayed on the folder so that they can be called if needed.

Our Preschool was purpose built and has been fitted with a security system. Visitors must be let in by staff after we have checked that we know who they are. Unknown people can be spoken to through the video speaker to verify who they are before letting them in. This allows us to effectively ensure children's safety at all times.

Element 2.2.2

We recognise the importance of having plans in place to keep our children safe should there be an emergency. Risk assessments are undertaken for emergencies that may happen at the preschool and careful consideration is made for when we are taking the children out of the preschool. We are fortunate enough to be able to have visitors from the school come to us and so risk assessments are also written for any emergency that might happen while others are visiting. These are kept in the office on a thumb drive and a hard copy is in the filing cabinet for ease of access. It is essential that we keep all our children, staff and visitors safe when both inside and outside the preschool setting looking after everyone's wellbeing.

At the preschool we not only practise our own evacuation and lockdown procedures but are involved in whole school ones as well. This means that children are well practised in knowing what to do and that should there be an actual emergency, it can be done in a calm and settled fashion, so that children know they are safe with us.

We used the services of Orana Fire Protection to formulate our evacuation routes and emergency evacuation maps. They were able to assess our space and inform us about the safest point of exit and which way to take the children around to our meeting point. This ensures that all our children and Educators can be kept safe during emergencies. In accordance with the Emergency Management Procedures, emergency evacuation drills are practiced regularly, (every three months). All emergency drills are reviewed and recorded on the ICE (In Case of Emergency) website.

After reflecting on the way we were storing emergency contacts and children's health information, we realised that we needed all these things in the same place for ease of transportation if we needed to evacuate or lock down. In response to this we have now put all these things in a drawer in a moveable cupboard which comes in and out with us as needed. This whole drawer can then be removed, sign in sheet placed in and taken with us as well as the portable phone which is kept on the cupboard while we are outside. If there is an emergency, it is important for Educators to have the ability to stay in contact with families and reassure them that their children's safety is our first priority.

Element 2.2.3

We are all trained in responding to children at risk of child abuse or neglect. All Educators undertake Mandatory Child Protection Training every year as required by the Department of Education and have processes in place if we identify a child at risk. If a child is identified as being at risk of harm then it is reported to the Principal via email, who then makes a notification if needed (notifications may be made to Community and Justice, Department of Education Child Wellbeing Unit and/or The Department of Education Early Learning Team). We follow up with the principal to check on the outcome of the report. As mandatory reporters, all staff are aware that they have a responsibility and duty of care to make a notification if they believe one has not been made. This protects children from harm and ensures that we are keeping their health and safety in mind at all times.

Educators are vigilant in listening to children and their families and reporting concerns as they arise. It is important that children can trust in Educators to respond appropriately to any disclosures they may make and that they feel safe, secure and supported.

Step 3: Improvement Plan

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

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: 5-2-2020

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	Y Y
	• Do your premises have fencing that prevents children going over, under or through it?	Y
	• Are there appropriate toilet, hand washing and nappy change facilities?	Y
	• Is there space for administrative functions and consultation with families?	Y
	• Is there adequate light, ventilation and shade?	Y
	• Are all areas of the premises easily supervised?	Y
R.103	Have you ensured that the service premises and all equipment and furniture are safe, clean and in good repair?	Y
R.113	Have you ensured that children are able to explore and experience the natural environment? For example, are there trees, plants and sand?	Y
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 3.1 The design of the facilities is appropriate for the operation of a service.		
Fit for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.

Element 3.1.1

Dubbo West Public School Preschool is a purpose built Preschool. The architecturally designed service has a large floor plan, allowing areas of quiet play, or larger active play. The back glass twin opening doors allow for flexible learning spaces. The Preschool has large entry and exit doors giving access to all. It is important for all children, families, Educators and Community Members to have easy access to our service, thus building on the child's feeling of belonging at Preschool.

The preschool is welcoming. All children, families and visitors to Preschool must use the security system to be granted access. Once entering the building, the foyer is warm and welcoming, providing essential information to families and visitors. The preschool has a meeting room, where families are welcome to sit and chat with Educators, or external support services, such as Mission Australia, or the Aboriginal Children's Therapy Team. In order to build relationships with families, community members and support services, the premises must feel welcoming.

Indoor and outdoor spaces are suitable for the education and care of Preschoolers. Spaces are flexible and are set up to support the individual interests and needs of each child. Staff regularly reflect on the purpose of spaces, to ensure each child can participate fully in the program, as evident in our reflection journals. Both indoor and outdoor spaces provide opportunities to be active, messy and creative, as well as quiet areas for play and reflection. All children need to feel a sense of belonging in order to participate fully in the Preschool program.

Children have access to the kitchen with staff supervision. The kitchen is laid out to enable children to participate in cooking experiences. The kitchen has a low level and high-level servery and child height tables. It is important for all children to access presented learning areas.

Dubbo West Public School preschool has large glass twin opening doors. This allows flexibility in our routines and can give children access to both the indoor and outdoor curriculum. This facilitates convenient and integrated access between indoor and outdoor areas.

The Preschool is designed to soften indoor noise. The preschool ceiling is made from noise reducing materials, making the noise level considerably lower in the playroom. Children are able to concentrate and participate when noise levels are at a minimum.

The outdoor area has a purpose-built vegetable garden. Children are encouraged to participate in the process of growing plants, harvesting the vegetables and cooking them. Children are taught how to water and weed the garden, using sustainability principles.

The Preschool building uses minimal heating and cooling and the inclusion of solar panels at the planning stage ensured ongoing sustainability, reducing the carbon footprint of the facility. The Preschool roof allows more sunlight in winter and less in summer, louvres for cross ventilation, fans to improve air circulation, insulated walls and ceiling and tinted windows. Our Preschool has a mix of natural and artificial lighting, utilising light sensors in key areas, to reduce the risk of lights being left on. A water tank has also been fitted and connected to the two garden taps. A timed sprinkler system has been installed to minimise water wastage. Our purpose-built facility has taken into consideration environmental sustainability factors from the planning stage, including the site location to take advantage of established trees. Families and community were consulted during the planning stage through Parent & Citizen (P&C) meetings, a planning team which included representatives from Community, AECG and staff with Early Childhood Expertise, and during school events.

The classroom fixtures allow access for all children. The classroom is fitted with low level lockers for children to access their belongings at all times. Our Preschool has low level sinks in the playroom with large accessible swing handles. This allows easy access for all children to wash their hands, and also to help with cleaning procedures, such as washing out the paint brushes. Easy access to the basins helps children to develop their sense of self and autonomy.

The garden bed and sandpit were explicitly designed for inclusion as they are set at a height appropriate for wheelchair access.

Dubbo West Public School Preschool is ideally located on the school grounds as the first entry point to the school. This first point entry reflects the whole school's perspective of the importance of schooling beginning at Preschool and children becoming familiar with their school community prior to starting the formalised schooling years. Preschool provides an ideal location for children becoming school students. We regularly participate in school functions, such as Book Week and NAIDOC celebrations. We also regularly visit and participate in Kindergarten classes. The children are able to explore beyond the Preschool gates to participate in play time, which also allows for time with siblings in the school. It is important for children to feel a connection with their community.

Dubbo West Public School Preschool complies with Cancer Council NSW policy. We have adequate areas for play in the shade, minimising the risk of sunburn.

Element 3.1.2

Educators conduct daily inspections of both indoor and outdoor learning areas and equipment. Any areas of concern are written into a communication book to be dealt with immediately by our school support staff. If the issue is deemed hazardous to any person, a hazard report form is completed and handed immediately to the School Administration Officer and the Nominated Supervisor is notified. The area is made non-accessible to all. Every child has the right to be safe when at our Preschool.

Dubbo West Public School Preschool is fitted with a security access system. Families, children and visitors are required to use the doorbell to enter, then a staff member will release the lock to allow known people entry. There is a second door with a security system. This allows only people known to Preschool Educators entry to the playroom. Unknown people can be spoken to through the video and speaker system, verifying identification prior to entry, then they can sign the visitor book in the foyer.

Dubbo West Public School Preschool ensures the building and equipment is regularly cleaned. We have a cleaning schedule to ensure daily, weekly and termly cleaning tasks are undertaken. The preschool is cleaned daily by professional cleaners and our extra staff member allows quick general cleaning to be conducted throughout the day, without taking time away from the children. Regular cleaning reduces the risk of cross infection, increasing attendance to preschool, which improves learning outcomes.

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.
Environment-ally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

Element 3.2.1

The indoor and outdoor spaces are organised to feel welcoming and home like for children and their families. The room has a variety of man-made and natural resources to play with. We utilise plants, rugs, soft furnishings and lounges to provide warmth and comfort to our learning environment. Warm home like environments support children's natural desire to explore. Families are encouraged to provide their ideas and feedback about our preschool environment through Kinderloop posts and the Suggestion Box located in the preschool classroom.

Educators consider groupings of children in their planning. Learning areas are planned to allow for quiet play, small group and large group play. Tables are set up to encourage social interactions and working together as a team. The play areas cater to individual learning styles.

Children have access to a wide variety of resources. Resource baskets have pictures on them to allow children to make easier choices about their play and also support independence at packing away time. The outside shed door has a visual choice board to allow children to make choices about additional resources they may want to use outside. Children have autonomy over their choices of play.

Educators reflect on learning spaces regularly. Educators make regular adaptations, for example providing different ability scissors to support each child's participation in all available learning experiences. Another adaptation included adding a step stool to the easel for the smaller children to be able to clip up their paper independently. Educators regularly reflect and are responsive to children's individual requirements.

Element 3.2.2

Children are encouraged to use a variety of resources, including open ended materials. Loose parts are incorporated into areas of play and children are encouraged to use their imagination when using these resources. Our philosophy states that we believe that blocks of unhurried time incorporated with well-resourced experiences encourages creativity.

Educators make provisions for children when resources are limited. For example, when a highly desired resource such as the iPad are provided, children place their names on a turn taking list and are encouraged to engage in alternative play until the user's timer is finished. The user sets a timer and then hands the item to next child on the list.

Element 3.2.3

Children are encouraged to develop sustainable practices. We provide a red bin, yellow bin and green bin, imitating the recycling strategy provided by our local council. Children are explicitly taught which items go into which bin and taught to look for symbols on packaging. Educators ensure the yellow bin is placed near the inside drawing table and then moved to the outside drawing table. Children are taught strategies such as 'can it go in your mouth?' or 'is it from the garden?' to prompt reminders of what can go in the green bin.

Children are taught the principles of 'reuse'. Children are encouraged to bring in old boxes etc from home to turn waste into art or to cut up scrap paper. Children develop positive attitudes towards sustainability practices through long term exposure.

Children are encouraged to participate in gardening, especially planting, watering and maintaining our vegetable garden. The children participate in cooking the goods collected from the garden and we explore eating them together. Any left over-produce is sold for a gold coin which is used for the next season's planting. Understanding where our food comes from, forms an appreciation of the natural environment. Families are encouraged to be part of the gardening with some parents contributing seedlings and providing information and input through discussions with children and educators.

We intentionally teach and remind children about water conservation. We have an outdoor water pump and have regular discussions with children about the use of the water in the pump. We discuss the drought and the effects of the drought on our vegetables. We discuss the importance of not under watering or over watering our plants and how to sustainably use our water. Teaching children about water sustainability helps them to develop a greater understanding of our wider community's needs during this time of drought.

Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue				Priority L/M/H
Element 3.2.1	During 2019, we worked towards increasing environmental print in the classroom. We have recognised the need to also add home language to our print, particularly for families who speak languages other than English and also to increase the knowledge and implementation of Wiradjuri words. We want to ensure the backgrounds and cultures of our families and our school community are reflected in our preschool environment.				M
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	By When?	Who?	Progress notes and reflection	
<p>Include Wiradjuri words in environmental print and, with an increasing number of EALD families in our school, we will incorporate children's home language (from 2020 class list). This will help create an environment that welcomes and respects all families.</p> <p>By involving the children, families and staff in the creation of the signs we can facilitate positive</p>	<p>Create labels with the assistance of Miss Fields our Wiradjuri teacher for areas of play and items in the room.</p> <p>Ask the children for suggestions for areas that need signs/labels.</p> <p>Work with families to create signs and labels relevant to their family language.</p>	June 2020	Sarah, Bianca and Miss Fields in consultation with Preschool staff and families	<p>19/2/2020</p> <p>Staff meeting started the ECERS – E on environmental print and discussed. Allocated jobs for staff to complete. Created a list for staff to contribute ideas.</p>	

interactions, add
interest to the areas and
stimulate learning.

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Quality Area 4: Staffing Arrangements

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

Step 1: Assess your compliance with the regulatory requirements

Date of self-assessment: 10/12/2019

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?	Y
R.135 R.152	Have you ensured that a suitably qualified and experienced individual has been appointed as the preschool teacher?	Y
R.120 R126	Have you ensured that School Learning Support Officers hold, or are actively working towards, an ACECQA approved certificate III level qualification?	Y
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?	Y
If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.		

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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

Element 4.1.1

Early Childhood teachers are employed across the week, to ensure continuity of care. Two Preschool classes are in attendance each week, each with their own teacher. Preschool class 1 (P1), attend Monday, Tuesday and Wednesday for Terms 1 and 2, then Monday and Tuesday for Terms 3 and 4. P2 attend Thursday and Fridays Terms 1 and 2 and then Wednesday, Thursday and Friday Terms 3 & 4. Mrs Bianca McNair works with P1, Mrs Sarah Heckendorf works with P2. Both teachers are Early Childhood trained and have their Certificate 4 in First Aid. Both teachers works on Wednesday and support the organisation of the service when their group is not in attendance. On Wednesdays both teachers also take their relief from face to face teaching. This time is relieved by the other teacher who is off class. Each group becomes very familiar with both teachers. Children need to build a warm and responsive relationship with Educators, creating a predictable learning environment.

We employ three School Learning Support Officers (SLSO) across the week. One consistent SLSO (a designated Aboriginal position) is employed to work full time across both P1 and P2. Our SLSO, Miss Zoey Usher, has her Diploma in Children's Services and Certificate 4 in First Aid. Our other two SLSOs job share, ensuring three staff are in attendance each day. Mrs Jodie McCoy is employed 3 days per week and has completed her Certificate 3 in Children's Studies and Certificate 4 in first aid. Miss Karlee Davies is employed to work 2 days per week and also has her Certificate 3 in Child Studies. We currently operate our Preschool over staff ratio. This allows staff to direct their attention to interacting with the children, rather than completing other tasks simultaneously.

All staff who are employed to work in the Preschool have access to the Staff induction folder, which is regularly updated. A copy is available at Preschool and in the main school staff room. All school teachers who are rostered for lunch covers participate in a staff induction, which is located at the Preschool. All staff are requested to view and initial the staff induction folder.

Element 4.1.2

If one of the teachers is absent from work, the other teacher is mostly available to work as a casual. This ensures a familiar face is available for the children and families and that continuity in routines and procedures is maintained. Our part time SLSOs are available for casual employment on their non-Preschool days which provides consistency across the Preschool. Changes in staff are communicated to parents through our white board and to our staff through our diary or work messenger chat. Educators working collaboratively is critical to achieving a high-quality Preschool service. Rosters and schedules are organised to ensure that educators are always available to respond to and interact with the children. This maximises child involvement and facilitates children's learning and development throughout the program.

We have created an updated version of our casual and staff induction folder, containing relevant information for both classes. This is updated regularly as procedures are reviewed or when there are changes to rosters, staffing or children's information.

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.

Element 4.2.1

Staff use a variety of methods to communicate effectively with each other. We have whole Preschool staff meetings twice a term. The agenda is available prior to the meeting for all to contribute to discussions. We hold daily reflection meetings when the children have left for the day which allows Educators to reflect on the day. Educators also utilise a white board with dates on it, manila folders with procedures to review in the staff room, a communication diary and a work messenger group. Open communication ensures a smooth transition daily between staff and families.

Each Preschool Educator is encouraged to contribute to a culture of professional enquiry. We encourage this in group meetings as well as individually. Each Educator has a personal reflection diary where they can write about their day or reflect on their own practices. This is also where we place relevant or interesting articles or ideas and personally reflect on them. Dubbo West Public School Preschool is continually seeking new research to assist with challenging and learning from each other.

We utilise a staff induction folder. The purpose of this folder is for all current and new staff to develop an understanding of the regulations and guidelines of our service. The folder includes important information for all staff who are involved in the supervision of children at Preschool. The folder is presented each year at a whole school staff meeting in the form of a Preschool induction, to ensure lunch relief are aware of their responsibilities. When all staff work together for a common goal, it results in positive outcomes for all children.

Educators participate in research projects. Educators join support sessions with the Department of Education such as the rural and remote network and Quality Preschool Practice. We also have an affiliation with the University of Wollongong and are an Early Start Engagement Centre. Educators recognise the value of links with services to support their professional development.

Preschool Educators attend school meetings. Preschool Lead Educators attend weekly communication meetings at the school and staff meetings. Preschool staff attend school professional development sessions and are proactive in contributing to whole school programs such as the SCOPE learning and thinking approach.

Dubbo West Public School Preschool is allocated a P-2 Initiatives officer, Kimberley Kerr. Kimberley's role is to liaise between the Early Learning Office and our Preschool and to provide us the most up to date information regarding regulations and professional learning. Dubbo West Public School Preschool recognise the importance of developing strong professional links and networks.

Element 4.2.2

Preschool Educators have an understanding of the professional standards and ethical principles that guide our decision making. Staff participate in professional standards training. As a requirement of employment with the Department of Education, all staff are expected to participate in the Department of Education Code of Conduct training. Educators have an understanding of the ECA code of ethics. All Preschool Educators have read and signed a copy of the ECA Code of Ethics and this poster is displayed so we can refer to it during reflection times. Educators have read and agreed to abide by the UN convention of rights for children. We have this displayed so that we can also refer to this as needed (see display board above desk). Educators are able to use the National Quality Framework, the Early Years Learning Framework, the DoE Leading and Operating Department Preschool Guidelines, localised procedures and our philosophy to guide our decision making.

Lead Educators complete their Professional Development Plan each year. Supervisors work with the Educators to discuss and develop goals that are linked to the Professional Teaching Standards.

Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue	Priority L/M/H
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Element 4.1.1	In September 2019, the new award was updated and took effect for School Learning Support Officers. Our current position descriptions are out of date and need to be updated to reflect our new Preschool environment and current staffing arrangements.				M
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection	
By collaboratively updating our position descriptions all educators and staff members will have a clear understanding of their role and consistently maintain quality interactions and positive learning experiences for our children.	Update the position descriptions, asking all Educators to contribute. Place copies in both our office and in the school staff room (in Staff Induction folder).	July 2020	All Educators in consultation with Eileen and Meg	20/2/2020 Statement of Duties obtained from Department of Education outlined new roles and responsibilities – General for all SLSOs and specific for preschool SLSOs.	

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: 5/2/2020

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	Y
	• Encourages children to express themselves and their opinions?	Y
	• Supports children to develop self-reliance and self-esteem?	Y
	• Maintains the dignity and rights of each child?	Y
	• Provides positive guidance and encourages acceptable behaviour?	Y
	• Reflects each child's family and cultural values?	Y
R.156	• Is appropriate for the physical and intellectual development and abilities of each child?	Y
	Have you ensured that the size and composition of each group of children provides them with the opportunity to interact and develop respectful and positive relationships with each other and with Educators?	Y
If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.		

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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

Element 5.1.1

At enrolment and throughout a child's time with us, Educators discuss children's strengths and abilities with families, as well as discussing background information and interests. This information is included in the class information sheet and guides future planning. Background information is important in order to build safe and secure attachments and relationships with the children and their families.

We value the importance of families and children feeling comfortable at Preschool. Families are warmly greeted at the front door at the beginning of the Preschool day. Making the effort to greet families and asking how they are going gives them a sense of belonging and opens the lines of communication. This builds relationships with families and strengthens their trust in us which is essential when we have their children in our care.

Educators interact with children in a meaningful way and have engaged in professional readings about Sustained Shared Thinking which encourages giving children the time to respond to our questions. Educators take the time to engage in relaxed and unhurried two-way conversations with the children, actively listening and engaging with them. When we respond to children thoughtfully it gives the children a sense of feeling valued and appreciated.

Children are asked to reflect on their days at Preschool, initially talking about what they like at Preschool and extending to more in-depth discussions as their confidence and communication skills increase. The children's reflections are then written up in our reflection journals and their ideas are extended on through further planning. Educators also observe and listen to children during play to make further observations and plans, ensuring that all children's learning is catered for and that all children feel included.

Photos of the children are displayed throughout the playroom. Children can choose to display artworks and achievements and can ask for photos to be taken to show their parents. We have small labels which can be written on using the children's words and placed next to artworks or other creations such as Lego creations so that they can show their parents later in the day. This gives the children a sense of pride and confidence in their achievements, allowing them to feel supported in the preschool environment.

Educators ensure each child is actively supported throughout their day. They recognise certain areas where some children may require more help and adapt their interactions to meet each child's individual needs. Educators take time to build trusting relationships with all children, to help them feel safe, secure and supported.

Educators adapt their roles in play to suit individuals or small group needs. They may take on the role of the observer, a participant or a leader dependant on each child's needs. Educators respectfully step in and out of play as the children need them to and assist in supporting children's decision making, developing their ideas and building social skills and relationships with each other.

Element 5.1.2

The Early Childhood Australia Code of Ethics and the UN Convention on the Rights of the Child are implemented at our Preschool. All Preschool Educators have read, signed and agreed to adhere to the Code of Ethics and The UN Convention on the Rights of the Child. This ensures all Educators understand the rights of the child to be protected from being hurt or mistreated.

Educators reflect on resources presented to children, both new and old, to overcome cultural and gender stereotypes. Gender stereotypes are questioned, and children are supported in their choices of play. This ensures all children have the freedom to be themselves and explore all areas of play. This also allows for gender stereotypes to be discussed and challenged.

Educators are aware of children who prefer to use the bathroom individually. Educators ensure they are given privacy and respect from their peers if they need it. This ensures their rights for privacy are respected.

Each child's verbal and non-verbal communication is supported. Children are encouraged to use visuals to support their needs and to help with understanding of instructions. Educators use eye level conversations and support gestures, to help children to communicate. Educators reflect regularly on their role in play and communication strategies used, such as OWLing (Observe, Wait and Listen). Using non-verbal cues such as visuals, supports children with English as an Additional Language (EALD), as well as children with communication delays and sensory processing delays.

Educators read current research on interesting articles, such as using praise, sustained shared thinking and are able to use these articles as a basis of reflection during staff reflection times. This ensures Preschool Educators are implementing the most recent relevant research to support the social and emotional development of our Preschoolers.

During the first few weeks of preschool we collect information from families about strengths, cultures, languages, traditions. We use this to enhance the preschool program and encourage children and families to develop a strong sense of belonging and confidence. This helps us respect and celebrate diverse family values and practices. This information becomes the backbone of our program and is used to help us set the term goals. This information is collated into a document that is included in our program folders and staff induction folders.

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.

Element 5.2.1

Educators work together to develop a sense of community within the Preschool. Parents are encouraged to share ideas from home verbally, through our suggestions box, background information sheets and through Kinderloop (our online communication tool). Preschool shares information and resources through Kinderloop, on information boards and through newsletters and handouts. The Preschool children support each other and work together in small teams in daily routines such as setting the tables, packing away and cooking. Other teachers from Dubbo West Public School are invited to share cooking experiences to include them in our community, which allows children and teachers to become familiar with each other in preparation for the transition to Kindergarten the following year. Working as a small community towards a common goal encourages a collaborative mindset.

Preschool teachers participate in Professional Learning to support the development of social interaction skills. The University of Wollongong provided training and follow up mentoring on self-regulation. This allowed us to work with small groups of children developing simple turn taking and interaction games. The development of the ability to regulate one's impulses leads to the ability to interact positively with peers.

Routine times such as meal times are set up to allow for small group conversations and interactions. Educators and lunch relief staff sit with children, encouraging conversation and positive peer interactions. This ensures all moments throughout the day are considered important aspects of the child's learning process.

Children are encouraged to treat peers with respect, kindness and dignity. Staff use their own interactions to model this, as well as intentional strategies to intervene and scaffold when necessary.

Children are observed, and their strengths are used to help their peers learn from each other. For example, a child who has a large vegetable patch at home was able to assist his peers by giving them step by step procedures and modelling planting seeds in our Preschool garden. It is important that the individual strengths of each child are recognised and utilised when implementing Preschool Curriculum.

Element 5.2.2

The play environment is planned to allow for individual, small group and large group work. Educator's use modelling, scaffolding and intentional teaching strategies to encourage group collaboration and learning from peers. This gives children the choice to work independently, in small groups or in a large group.

Children's ability to regulate their behaviour is intentionally taught, through games, turn taking and social interactions. Children who have limited communication skills are encouraged to seek help, to use gestures and are further supported through the use of visuals. Preschool teachers have participated in a project with the University of Wollongong which focused on assessing how a child is currently regulating themselves, emotionally, cognitively and socially. The assessment then gives suggestions on how to assist each child in developing these skills. Educators understand the ability to regulate ourselves underpins the ability to participate in the Preschool curriculum.

When an Educator is experiencing challenging behaviour, we follow our behaviour procedure and seek support from other Educators and agencies. We use reflective practice to make changes in the environment, in our interaction strategies and in our communication with the child. Dubbo West Public School Preschool engages many local services for support such as Orana Early Childhood Intervention, Aboriginal Children's Therapy Team and Dubbo Community Health Centre. We also conduct regular hearing screening through Hear Our Heart and work closely with support staff from our school. Behaviours which may be challenging are also discussed in our reflection discussions when no other children or parents are able to hear. These times allow for staff to bounce ideas off each other, reflect on current procedures and practices and support each other emotionally. Educators agree that there are many external factors that influence children's emotional responses and it is important for us to make many adjustments to the environment, including our routines and interactions, to support the development of emotional self-regulation.

Educators plan for smooth transitions between experiences and routines throughout the day as indicated on our curriculum planner. For example, we send 4-5 children to the bathroom at a time using songs or other prompts, with songs or discussions being held in between so that children are engaged while waiting for their turn. As with other parts of our day these transition times can be flexible for example if a child requests a specific song this can be changed to suit. This ensures no child is made to wait for an extended period of time, thus stretching their ability to regulate their behaviour.

Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue				Priority L/M/H
Standard 5.2	This year the whole school has moved into the 'You can do it' program, to assist in teaching children to manage their emotions, build resilience and to develop collaborative relationships with their peers.				
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection	
Implementation of the 'You Can Do It' program throughout Preschool. The program will provide more opportunities for educators to promote and model positive and mindful ways for the children to interact with each other.	<p>Staff to participate in professional development regarding the introduction of the program.</p> <p>Preschool Educators to adapt program to suit the needs and interests of Preschoolers</p> <p>Educators to participate in whole school meetings regarding the implementation of the program, to ensure we are part of the whole school community.</p> <p>Educators to critically reflect on the implementation of the program.</p>	2020	All Preschool staff in consultation with the whole school	<p>28/1/2020 Staff participated in morning introduction session to learn more about the 'You Can Do It' program.</p> <p>2/2/2020 Teachers worked together to adapt program to suit the needs and interests of Preschoolers. Will try for Term 1, then reflect as a whole staff.</p> <p>7/2/2020 Started implementing program (Week 3 Term 1)</p>	

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: 31/1/2020

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?	Y
Families are invited into the Preschool to complete enrolment forms, or forms are sent to families. Families are asked to include 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.

Element 6.1.1

Families are invited into the Preschool to complete their enrolment forms and if they would like to discuss anything about their child. Families are asked to include background information to aid with settling of children who are starting Preschool. On the child's first day staff have conversations based around information such as whether they have been away from family before and how the family thinks they will go with separating. This process ensures families are supported at a time which can be difficult.

During our orientation session we show families the many ways they can participate in our program. For example, they are invited to view our program, participate in Kinderloop and read information such as procedures, QIP goals and daily information. We also discuss ways in which families can contribute to our curriculum and communicate with us which include our Kinderloop app, the suggestion box, verbal interactions, phone, email, writing on the program or writing on the procedure we need feedback about. All forms of communication are openly welcomed by staff. We recognise that families/carers will all have their own preferred method of communication and we want to make sure that all families have a voice which is heard.

Educators build strong relationships with families, particularly during the settling in period. We gain background information regarding previous Education and care experiences. If a child is having difficulty settling strategies to assist include:

- Talking to the family about favourite experiences, toys or games to play.
- Shortening days whilst initially settling
- Visiting siblings in the school as a school-based excursion

- Developing a social story to assist with settling in
- Sending photos through Kinderloop or calling the family on the phone once settled

We collaborate with families to determine which of these strategies will work best.

Element 6.1.2

Preschool staff ensure there is consistent daily communication with families. Parents are greeted and farewelled each day with daily interests, exciting learning moments, needs or concerns being noted. When families are not available to talk during drop off and pick up, or when more delicate information needs to be exchanged, family communication books may be used, or phone calls will be made. This ensures the lines of communication with families remains open.

Families are invited to fill in background information forms. The information from this form helps to develop each child's individual goals and also the group goals. Families are invited to fill the form in again mid-way through the year to ensure we are still working towards a common goal. The routine of working out goals together helps with working in a collaborative partnership with families.

Educators have access to a translation service to assist with communicating with families from non-English speaking background. This supports all families' participation and contribution to the Preschool program.

Educators support families from all cultural backgrounds. We seek information from each family, ensuring we are culturally sensitive when celebrating special occasions at Preschool. We also ask if we can celebrate the family's special celebration and we ask families to share special skills and elements of culture with us.

Element 6.1.3

Information regarding local support services such as Orana Early Childhood Intervention, are available in entry foyer. Educators have ongoing professional relationships with local services and are able to guide families in the direction of the most relevant service. Preschool regularly engages with services such as Dubbo Community Health Centre and Aboriginal Children's Therapy Team. Educators believe that by supporting the family's wellbeing, we are also supporting the child's wellbeing.

Preschool Educators have a strong partnership with Dubbo's Schools as Community Centres (SaCC). We are located on the same school site as Dubbo West SaCC and regularly meet with the leader of the Buninyong SaCC. Both services offer unique support with many different support services both locally and statewide. Both centres also refer families to our Preschool, to help engage children and families in early education. In 2019 we worked closely with our SaC centre to organise language services, clothing, food and external agency support for a family as they immigrated to Australia and joined the Dubbo West community.

Prospective families can ask at the Preschool for information regarding our service or at the main school administration building. Information about Preschool, including brochures and waiting list forms are available from the main school office. Brochures are also available at the SaC centre and various support agencies in Dubbo.

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.

Element 6.2.1

Preschool offers a Book swap library. The book swap library allows children to take books home regularly and return to swap with another one when finished. If a child wishes to keep a book, they are invited to bring one of their books from home in return. There is no card or monitoring system, so no guilt is felt if a book is ripped, damaged or not returned. The aim of the book swap library is to encourage reading at home with families to support the continuity of learning in the home environment.

Transition to school is strongly supported by the school and by Preschool staff. The preschool is located on the grounds of the primary school allowing us the opportunity to become part of the school community. Children can begin the transition process from their first days at Preschool, as they become familiar with the location of the school. Kindergarten teachers regularly visit the Preschool and we take internal excursions throughout the school participating in special events such as NAIDOC celebrations, book week festivities as well as spontaneous visits.

Dubbo West Public School Preschool children attend our school, unless their circumstances change throughout their year of Preschool. We participate in a school transition process for 6 weeks, called Step Up. The program runs once a week and the children are grouped to participate in activities in each Kindergarten room. Preschool parents also attend information sessions during this time, giving them valuable information regarding their child's time at school. The staff at Dubbo West Public School recognise the importance of a smooth and supportive transition into school.

With the family's permission, staff are able to liaise with other Early Care services where the child has attended. We also work closely with the Schools as Communities Centre to encourage enrolment and participation by families who may not otherwise engage with our preschool. Dubbo West Public School Preschool supports the transition of children into our Preschool and the continuity of learning for all children.

Educators take time to discuss the needs, strengths and interests of the Preschool children with Kindergarten teachers to allow an even smoother transition into school. Educators have input into the formulation of Kinder classes, using their knowledge of friendships, group dynamics and individual children's strengths and needs.

Element 6.2.2

Preschool Educators use a range of tools to communicate with families regarding their child's development and inclusion, for example communication books, verbal discussions, both formal and informal, emails and phone calls. Educators understand that different communication methods suit different families.

Preschool Educators are able to utilise school staff such as the school's Aboriginal Liaison Officer or the Learning Support teacher to support families in following up with appointments at support agencies, such as the Ear Nose and Throat Specialist. Our school Aboriginal Education Officer, Aunty Doris, is a well-respected elder within the community and provides strong links to community.

Support services such as Dubbo Community Health, Early Intervention and Aboriginal Children's Therapy Team are invited to run programs through our service, to encourage greater access and participation. These services also support Preschool staff to ensure all children have equitable access to our curriculum. Preschool Educators believe that children thrive when they have a collaborative approach to support services.

Educators identified that self-regulation among our children was creating a barrier to their learning. As a result, in partnership with the University of Wollongong, we continue to look at different ways to assist our children to develop their self-regulation skills which in turn allows them to access the curriculum more easily.

Element 6.2.3

Community groups are invited into the Preschool to help us engage in our local community for example, the local Schools As Community Centre, Fire Brigade and Police services. Having a collaborative relationship with community services starts to give our Preschoolers a positive view of services which may help them.

Preschool children are given the opportunity to regularly participate in Wiradjuri lessons with our school Wiradjuri teacher, Miss Fields. The Preschool children also enjoy visits from Aunty Doris, the schools Aboriginal Education Officer. Regular exposure to our local dialect and culture promotes children's confidence to engage in cultural experiences as well as become tolerant and respectful of different cultures.

The children at Preschool are given the opportunity to participate in community events such as the National Aboriginal Torres Strait Islander Children's Day, presented and organised by Live Better. The children attended the park, with many other local services and participated in dancing, storytelling, a Hear our Heart information presentation and then a Community Sausage Sizzle. Participation in local events gives children the opportunity to feel a part of a wider community outside of the Preschool.

We actively promote community events during out of school hours, for example Kites for Kids and playgroup. It is important that we promote events within the community so that our families can make informed choices of what they would like to participate in.

We participate in community meetings to ensure our Preschool has a presence, also to receive feedback from relevant community organisations such as The Early Years Educators and Services group (EYES) and The Aboriginal Education Consultative Group (AECG). We have made special appointments with the AECG outside of their meeting times to talk about our Acknowledgement of Country. We have also invited them to our Preschool. We now use the Acknowledgement of Country in our classroom and talk to the children about what this means and why it is important.

Dubbo West Public School Preschool is a member of the Early Childhood Australia professional group. This membership continues to support our participation in ongoing celebrations such as Science week and NAIDOC. The service also gives us interesting resources to reflect upon and ideas of professional resources to purchase. Professional membership supports our ongoing Professional Learning and engagement cycle.

Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue				Priority L/M/H
Element 6.1.2 Element 6.2.2	We have worked closely with our families to build rapport and genuine relationships. We recently had a Grandmother visit during the day and ask if she could 'stop in' and see her Grandson. We would like current families and extended families to 'stop in' when they want to share something of interest with us or when they would like to be a part of our Preschool community, rather than waiting to be invited. Following External Validation in 2019 it was identified that the school needs to provide more opportunities for parents to be involved in their child's education.				H
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection	

<p>By creating an 'open door' approach current families, extended families and members of the community will feel comfortable and welcome to 'stop in'.</p> <p>Families will feel connected to their children's learning and create reciprocal learning opportunities. The children's learning from home will transfer to Preschool and the learning from Preschool will transfer to home.</p>	<p>Share our procedure with families.</p> <p>Build confidence in coming into Preschool by extending invitations to special days.</p> <p>Create an ideas list for special interests they may like to share.</p> <p>Share our routine with families and see if they would like to participate in any particular times during the day.</p> <p>Ask families how they would like to best participate in Preschool.</p>	<p>Starting Term 1, continuing all year</p>	<p>All staff and the local community</p>	
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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: 29-1-2020

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?	Y
R55-56 R31	Have you ensured that your Quality Improvement Plan <ul style="list-style-type: none"> Contains a statement of the service philosophy? 	Y
	<ul style="list-style-type: none"> Is reviewed and revised at least annually? 	Y
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 	Y
	Have you ensured information is displayed that notes the principal as the nominated supervisor, educational leader and responsible person in charge?	Y
	Have you ensured a record is maintained of all Educators working directly with children in the preschool?	Y
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?	Y

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?	Y
R.181-184	Have you ensured that records are stored appropriately to ensure confidentiality and are retained for the period indicated in R.183?	Y
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?	Y
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?	Y
R. 170	Do you ensure that your departmental policies and local procedures are followed?	Y
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?	Y
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?	Y

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.

Element 7.1.1

Our Statement of Philosophy is reviewed regularly. In 2017, the Preschool Philosophy had a full review, with significant changes made. It was again reviewed in 2018 and 2019. During this review process, we reflected upon our own personal philosophies. We also consulted with Preschool families to tell us words which describe their feelings about Preschool, we then presented our Philosophy to community groups, such as the Aboriginal Education Consultation Group and the school P&C committee. Our school's Aboriginal Education Officer and Wiradjuri teacher were also asked to reflect on the Philosophy and make suggestions for change. We received many positive comments. Our Wiradjuri teacher and the AEO have included our philosophy in their programs so that they can support the Preschool's Philosophy when they enter Preschool. Consultation with wider community groups helps to create a collaborative approach to early learning. The Philosophy underpins the Preschool curriculum and practices.

The Statement of Philosophy is included in our programs, our Parent Information Book, Staff Induction Folder and is displayed in our foyer and on the school website. We created a Wordle using key words from the Philosophy. This Wordle is also displayed in the foyer and is included in our Preschool brochure. The Wordle helps pick out key words, for those families who do not wish to read a whole document.

Element 7.1.2

The Nominated Supervisor has employed an additional teacher one day per week. This allows a Preschool Teacher to have one day a week to focus on administrative tasks, such as procedure development, risk assessment management, the development of the QIP and other administration tasks. The Preschool also employs an Administration Officer one day per week to manage the filing system, children's records, attendance register and fees management. The Preschool employs an additional qualified SLSO to support with cleaning routines and

preparation of resources. The Nominated Supervisor recognises the importance of teachers being able to focus on teaching when they are scheduled onto class.

Records including programs, incidents/injuries, visitor attendance and staff timetables and programs are stored in line with regulatory requirements and Department of Education policy.

Risk assessments are completed for foreseen risks, such as incursions and excursions. We use the ACECQA approved risk assessment template. These are stored both on our hard drive, in our online Microsoft Teams working folder and in the filing cabinet in the Preschool office. In line with whole school processes, risk assessments are emailed to and approved by the Nominated Supervisor prior to the excursion taking place.

Accidents, illness or injury are recorded in the Incident, injury, trauma and illness registry. Serious incidents or complaints deemed notifiable to the regulatory authority are immediately referred by the Nominated Supervisor to Early Learning, as the Approved Provider, who make notifications through the NQITS portal. Child wellbeing concerns are reported in line with the mandatory reporter guidelines.

Children's files are managed confidentially in a locked office, in a locked filing cabinet. Only preschool staff have access to the children's files.

The preschool's service approval is displayed in the preschool foyer. This document states that complaints can be made to the school principal. Any complaints or grievances are discussed with Educators and the leadership team and promptly acted upon when necessary, ensuring we are considering feedback from families. An example is a recent complaint regarding healthy eating. We followed our Dealing with Complaints procedure and the family were satisfied with the results. This also resulted in a review of our Nutrition, Food and Beverage, Dietary Requirements procedure.

Complaints or grievances are investigated in accordance to the DoE "Complaints Handling Policies and Guidelines" (CHP). They are directed to the Principal as Nominated supervisor. Using the CHP guidelines, complaints are acknowledged, assessed and resolved. There is a suggestion box at the sign in table should parents wish to complain anonymously. A record of complaints and resolutions is stored in the school administration office.

Local procedures are easily accessible to families and staff in a folder in the preschool foyer and on the school website. These procedures are reviewed regularly as outlined in our Continuous Improvement Procedure. Procedures being reviewed are placed in a folder in the preschool staff room for all Educators to read and comment on if they would like to. Educators then initial these as they have read them to make sure all Educators have a voice. These are also discussed during staff meetings. Updated procedures are communicated to whole staff during Communication meetings. Keeping all staff aware of our local procedures and policies helps with their consistent implementation. When procedures are reviewed families are encouraged to contribute and provide feedback verbally or via Kinderloop.

Element 7.1.3

Daily routines for children and staff are on display. Children have access to their daily routine, at eye level. Staff are able to view the daily routine and tasks related to each time of the day on the wall in the classroom.

Each year the preschool Teachers deliver a comprehensive Staff Induction meeting to all school teachers which outlines their roles and responsibilities when working in our preschool. This information is also documented in the Staff Induction folders. One is located in the Preschool and the other is in the whole school staffroom. This ensures that all staff have a clear understanding of the expectations when they are visiting or working in our preschool, and that there is continuity in the care of our children.

Standard 7.2 Effective leadership builds 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.

Element 7.2.1

We reflect daily on the implementation of the planning cycle. These reflections are captured in a curriculum reflection journal, staff meeting minutes and through conversations. Educators have colour coded Post-it Notes to make quick jottings or ideas for future experiences throughout the day which assist with afternoon reflection. The curriculum planner is regularly changed and updated, to reflect current readings, ease of use, observations, knowledge and understanding of best practice.

In accordance with the National Law and Regulations, we have a Continuous Improvement Procedure that ensures we regularly update and maintain our Quality Improvement Plan, Philosophy and local procedures. At monthly leadership meetings, we reflect on the progress towards our goals and identify any new goals. The QIP is a dynamic document. All members of the leadership team have access to the most up to date version in Microsoft Teams, allowing updates and reviews to be regular and collaborative. All Educators can identify strengths and practices for inclusion in the QIP.

Families are given opportunities to give feedback verbally, on our curriculum planner, through a suggestion box and through Kinderloop posts. The QIP's goals and current strategies are displayed in the preschool foyer for staff, families and community members to view.

Individual and group goals are developed in consultation with Families, Children, Preschool Educators, and Kindergarten teachers. This reflective practice occurs verbally and through written feedback.

We are regularly visited by our P-2 officer, who uses a self-assessment tool to help identify areas for improvement, in relation to the seven quality areas.

Element 7.2.2

Educators and the Educational Leaders have been involved in research groups such as Early Start with the University of Wollongong and the Department of Education Rural and Remote network. Both of these networks support us in implementing evidence based best practice approaches to our teaching and learning. In 2019, for example, we engaged with the Professional Practice professional Learning, which has focussed on self-regulation.

Preschool Educators participate in the local Early Years meetings, involving local Directors of Early Childhood services, as well as community groups such as Live Better, Aboriginal Children's Therapy Team, Early Intervention, Uniting Orana West services, Communities for Children, Gowrie ISP support, Department of Education transition to school and Schools as Communities services. This enables Preschool staff to regularly touch base with support services and to build strong professional relationships, which benefits our families.

The Instructional Leader regularly gives feedback on the curriculum plans, to support teaching and learning practices. She attends staff meetings and timetables one afternoon per week in the preschool to assist with maintaining a strong organisational culture. This provides the preschool staff with regular opportunities to engage in professional discussions that critically examine current practice and guide the planning and assessment cycle.

Leadership meetings are held on the first Wednesday of every month. These meetings involve the Educational Leader, Instructional Leader and Teaching staff. Other staff are invited to attend if the agenda relates to their role. Minutes are emailed to participants and uploaded to Teams drive for future reference. Leadership and Educators meet when needed outside of these scheduled meetings as well.

Element 7.2.3

As part of the Professional Development Framework all Educators complete a Professional Development Plan (PDP) each year. In consultation with the lead Educators or Educational leader, goals are negotiated and set. These goals are aligned to the Australian Professional Standards for Teachers and take into account the school's strategic directions, the whole school professional learning plan and the Educator's personal and career goals. The PDPs are reviewed and reflected on at mid-year and end of the year intervals. This process ensures that each staff member's performance is regularly evaluated and that areas requiring further development are identified. We are able to maintain a high-quality

service when all staff members are committed to ongoing learning and development. The Nominated Supervisor recognises the value of continuous improvement in teacher knowledge and skills. Each year, quality Professional Development is identified and attended by the entire Leadership Team. This provides exposure to current best practice and provides another opportunity for the Leadership Team to work collaboratively and as a strong, coherent and consistent team.

Teaching Programs and Reflection Journals are reviewed and reflected upon by our supervisor each term. Written feedback is provided. This feedback also encompasses observations made on classroom practice and documentation in Kinderloop.

All Educators are supported to build and strengthen their understanding of the National Quality Framework. Key resources are accessible in the preschool staffroom. The Quest for Quality NQS Knowledge cards are used during staff meetings to increase familiarity and understanding. Educators and the Educational Leader collaboratively develop practices and processes to meet the standards.

Step 3: Improvement Plan

Standard /Element	Rationale for goal or identified issue				Priority L/M/H
Standard 7.1.2	Enrolment paperwork is currently all processed by the school's administration office. We need to refine processes to make sure that key information is shared with preschool educators in a timely and effective manner to ensure a smooth start for children in the first days of school.				M
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection	
<p>Update enrolment procedures and processes so that all available information is shared with the educators before their first day. With efficient and effective administration systems in place, educators can confidently focus on providing quality educational programs.</p> <p>Ensure that all Preschool and admin staff are aware of and follow the procedure correctly to ensure we are effective, compliant and professional.</p>	<p>Educators will liaise with school staff, Department of Education directorate and administration staff to develop and implement a new procedure.</p> <p>Seek family input into the updating of enrolment procedures.</p>	September 2020	All Preschool staff, families and School administration	<p>3.7.19 Enrolment procedure to be discussed with Amanda who wants to develop a checklist. Needs to include Kinderloop form and Medication forms package.</p> <p>4.10.19 Checklist for enrolments devised</p> <p>5.12.19 Enrolment packs updated and handed to parents</p> <p>5.2.2020 Amanda (School administration Manager) attended leadership meeting to discuss enrolment procedure. Procedure again updated.</p>	

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Standard /Element	Rationale for goal or identified issue				Priority L/M/H
Element 7.1.2	In 2019 we developed a structured review schedule. We have reflected and found that we are often reviewing procedures at different times to the schedule due to the needs of our families and Preschool Educators. For example, at the beginning of the year we talk about our rest procedure as children are younger and in need of a sleep, however at the end of the year less rest time is needed.				L
What goal or outcome do we seek to achieve?	Steps or strategies to achieve goal	When?	Who?	Progress notes and reflection	
<p>To review procedures in a timeline that suits the routine of the Preschool. Reviews of the procedures will be timely and relevant as the current practices are implemented and reflected upon.</p> <p>Procedure folders will be organised in a more meaningful/logical way to make it easier to find what you are looking for.</p>	<p>Discuss with staff</p> <p>Look at relationship of procedures to quality areas</p> <p>Re-evaluate current timeline</p>	Term 3 2020	Meg with Preschool staff		